

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held in the Council Chamber, Russell House, Churton Road, Rhyl on Monday, 3rd July, 2006 at 10.00 a.m.

PRESENT

Representing Denbighshire County Council

Councillors G.C. Evans, C.L. Hughes, M.M. Jones and G.J. Pickering

Representing the Denbighshire Teachers' Joint Negotiating Committee

M.B. Lloyd (Chair), I. Barros-Curtis, M. Bradshaw and J. Buckley Jones

Representing Religious Denominations

Rev. P.J. Collinson, H. Ellis, S. Harris, Rev. B.H. Jones, J. Kirkham and P. Speirs

ALSO PRESENT

Inspector/Adviser R.E. (G. Craigen) and Administrative Officer (K.E. Jones)

APOLOGIES FOR ABSENCE WERE RECEIVED FROM

T. Bryer, M. Evans, M. Hatch, Rev. Prof. L.J. Frances, T. Ap Sion (substitute for Rev. Prof. L.J. Francis) and Councillors G.A. Jones and D. Owens

Although not a member of SACRE Councillor R.E. Barton regularly attended meetings and had also submitted his apologies for absence.

SILENT REFLECTION

The meeting began with a few minutes silent reflection.

1. MINUTES

The minutes of the meeting held on 8th February, 2006 (previously circulated), as approved by the County Council on 4th April, 2006 were submitted.

Accuracy -

As a point of accuracy the Inspector/Adviser RE advised that apologies for the last meeting had been submitted from Rev. Prof. L.J. Francis which had been misspelt 'Frances' within the minutes.

Matters Arising -

Page No. 3 – Item No. 2 Minutes: Matters Arising – Monitoring and Supportive Review Report – The Inspector/Adviser RE reported upon ongoing discussions with the Wrexham Diocese regarding the monitoring of Roman Catholic schools. Given that that all Roman Catholic schools were voluntary aided with Religious Education and Collective Worship under the auspices of the Diocese, it was likely that monitoring would be carried out by the Diocese who would submit reports to SACRE in a similar manner to the current monitoring reports submitted by the Inspector/Adviser RE. The issue with regard to secondary schools required further consideration and a meeting had been scheduled the following week between the Diocese Director and the Inspector/Adviser RE. An update on those discussions would be reported to the next SACRE meeting.

RESOLVED that the minutes be received.

2. PRESENTATION - RELIGIOUS EDUCATION IN ST. BRIGID'S PRIMARY SCHOOL, DENBIGH

The Inspector/Adviser RE submitted apologies regarding the absence of a representative from the school to deliver today's presentation. Unfortunately, the person scheduled to give the presentation had been unable to attend at the last minute and it had been too late to find a replacement. It was agreed that the presentation be rescheduled for SACRE's next meeting in October.

3. REPORT ON UGANDA EXPERIENCE – FEBRUARY/MARCH 2006

The Inspector/Adviser RE delivered a power point presentation regarding his recent visit to Uganda as part of a delegation visiting schools and communities during February/March 2006 through the charity Christian Relief Uganda.

Members were advised that Christian Relief Uganda was based at Maria's Care in Uganda which was a Children's Home, Unit for the Deaf, Day Care Centre, Primary School and also offered training and life skills. The Inspector/Adviser RE displayed numerous photographs taken during the visit and highlighted the significant progress made since his last visit within the schools, colleges and communities and the impact on the quality of life of both adults and children through the charity work. He also reported upon particular activities with different organisations and families within Uganda and during the four week trip visits had been made to the following places: Hope Destitute Children's Centre, Lukaya; Lukaya Polytechnic College; St. Paul's CU Primary School, Bulega; Modern Primary School, Ntabwe and the Golden Christian College, Nsaggu.

In closing the Inspector/Adviser RE reminded members that the trip was his fifth visit to Uganda and each visit was a wonderful experience and he was looking forward to returning.

The Chair thanked the Inspector/Adviser RE for sharing his experiences with SACRE and members paid tribute to the excellent charity work being undertaken. The Chair also wished the Inspector/Adviser RE all the best for any future projects.

RESOLVED that the presentation by the Inspector/Adviser RE be received and noted.

4. EXCERPTS FROM THE ANNUAL REPORT OF HER MAJESTY'S CHIEF INSPECTOR OF EDUCATION AND TRAINING IN WALES 2004-05

The Inspector/Adviser RE submitted excerpts from the Annual Report of Her Majesty's Chief Inspector of Education and Training (previously circulated) stating that:-

- Pupils' best work across Key Stage 1 and 2 was in English, maths, science and religious education
- In 2005 there was a big rise in entries for GCSE short course subjects including a continued high entry for Religious Studies
- In Key Stage 3 and 4 the highest standards were found in: English, Welsh as a first language, geography, modern foreign languages, information technology and religious education
- Provision for pupils' spiritual, moral, social and cultural development (in primary schools) had outstanding features in nearly two-fifths of schools. School assemblies played an important part in helping pupils to learn to care about other people
- Many more (secondary schools) were providing collective worship on each day of the week. However more than one in six of the schools inspected still did not fully keep to the law on daily collective worship.

Reference was also made to the appendices to the report providing statistics to evidence those summary comments for each of the Key Stages showing the number of lessons that achieved grades 1 to 5 for the subjects in Key Stages 1 – 4 and in the sixth form for schools inspected in 2004-05.

In considering the excerpts members were pleased to note that RE was on a par with other core subjects for pupils' best work across Key Stage 1 and 2 and that the highest standards in Key Stage 3 and 4 subjects also included RE. The only negative reference was that more than one in six secondary schools inspected had failed to provide the required daily collective worship. Estyn hoped to address this issue through the production of guidance to schools to define what acts of collective worship were recognised as such by inspectors. The Chair referred to the difficulties for secondary schools in ensuring daily acts of collective worship and hoped that Estyn would issue guidelines to schools thereon as soon as possible.

Finally the Inspector/Adviser RE stated that Denbighshire SACRE's Annual Report had acknowledged that for the same period (2004-05) good practice had been noted and standards had continued to improve. Members welcomed the report and it was:-

RESOLVED that the excerpts from the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2004 – 2005 be received and noted.

5. REPORT ON THE PROVISION OF RE IN THE RHYL CONSORTIUM OF SCHOOLS

The Inspector/Adviser RE submitted a report (previously circulated) on the provision of Religious Education in Rhyl High School and the following feeder schools: Ysgol Bryn Hedydd; Christchurch CP School; Emmanuel CP School, Llewelyn CP School and Ysgol y Castell, Rhuddlan. (Members were asked to note that Ysgol y Castell was predominantly a feeder school for Ysgol Emrys Ap Iwan, Abergele which was situated outside the county and therefore the school been included within Rhyl's consortium for monitoring purposes).

Following visits by the Inspector/Adviser RE to each of the schools during the spring term, a report of the visit and issues and outcomes had been agreed with the school. The report provided details of the good features, shortcomings and recommendations for each school together with a general summary of the whole consortium. The Inspector/Adviser RE reminded members that the monitoring process was part of the self evaluation and supportive review agreed with schools before being submitted to SACRE, and schools had found it a positive experience and helpful process. With the exception of Blessed Edward Jones, Glan Clwyd and St. Brigid's, the Inspector/Adviser RE had now visited all of the county's secondary schools. Members were also advised that the new process had been discussed at the last NAPfRE meeting and the four authorities (Conwy, Denbighshire, Flintshire and Wrexham) following that practice had been complimented on the useful approach.

Members were advised that there was much to celebrate in terms of the good features in the schools of the Rhyl consortium, in particular:-

- planning and provision/delivery of collective worship
- policies and schemes of work being clear, comprehensive and helpful/teacher friendly documents
- monitoring processes established, with a clear structure as in other subjects/sharing of outcomes from it
- good range of activities and tasks evident in pupils' work
- links with the local faith community

Overall there were twenty eight good features listed across the six schools which were well worth celebrating and congratulating the schools on. In response to a member's question regarding the fire at Rhyl High School the Inspector/Adviser RE confirmed that the fire had started in the RE storeroom and had destroyed all of the RE materials but the school had been commended on their positive response after that experience and those resource materials had subsequently been replaced.

The Inspector/Adviser RE reported that, in this consortium, there was just one issue in areas for development that was shared across more than one school covering the assessment of pupil achievement and a recording process (5 schools). This was surprising given that the LEA/SACRE had published Guidelines on Assessment in RE and that ACCAC had published Optional Assessment Materials for RE. However, assessment in the foundation subjects had been a developing issue and over the years attention had been largely given to core subjects.

Members were pleased to see how well the process was working and the benefits to the schools concerned and the Chair conveyed special thanks to the Inspector/Adviser RE for all his hard work in that regard. Mrs. S. Harris also paid tribute to the work of the Inspector/Adviser RE on the achievements and ensuring the process was a success.

RESOLVED that:-

- (a) *the report be received and noted, and*
- (b) *the Inspector/Adviser RE write to the schools inspected congratulating them on the positive features in their reports and offering any services in terms of addressing any shortcomings.*

6. ANALYSIS OF INSPECTION REPORTS ON SCHOOLS

The Inspector/Adviser RE submitted a report (previously circulated) upon the positive and negative comments concerning Religious Education and the Spiritual, Moral, Social and Cultural Development (SMSC) inspected at six schools between October 2005 and March 2006 together with a brief background history of each school. Inspections had been carried out at Ysgol Bro Cinmeirch; Ysgol Tremeirchion; Ysgol Dyffryn Ial; Denbigh High School; Ysgol Carrog and Ysgol Hiraddug. Members were reminded that RE was not always included as a subject in the inspection process which was the case for three of the schools listed within the report.

The Inspector/Adviser RE provided members with a brief resume of the findings relating to each school, explaining and clarifying specific issues in response to members questions thereon. It was disappointing to note that one school had a key issue for SMSC in the promotion of Cwricwlwm Cymreig in short term planning as much work had been carried out by the school but had not been shown as such in the planning process. However it was pleasing to note the 94 positive comments for SMSC across the six schools inspected. There were more comments for Ysgol Tremeirchion as that school had received both a Section 10 and Section 50 report. There were only 12 negative comments across just three schools with no particular issues for concern. With regard to Religious Education a key issue was only mentioned at one school to raise standards in Welsh in both key stages in RE at KS2 and the school had been addressing that issue in their action plan. All three schools were given a similar number of positive comments totaling 52 with just 5 negative comments across two schools which had been addressed in their action plan.

Members paid tribute to the schools' achievements and extended their congratulations to those schools on the positive findings. The Chair asked that, in accordance with the usual practice, the schools inspected be congratulated on their reports. She also thanked the Inspector/Adviser RE for compiling the report for SACRE which provided an overall picture on standards in schools.

RESOLVED that:-

- (a) *the report be received and noted, and*

- (b) *the Inspector/Adviser RE write to the schools inspected congratulating them on their reports and offering any services in terms of addressing any shortcomings.*

7. ACCAC (NOW DELLS) REPORTS

(a) Review of SACRE Reports 2002 – 2003 & 2003 – 2004

ACCAC's publication of the Review of SACRE Reports for 2002 – 2003 & 2003 – 2004 together with an Executive Summary and Responses to the Review had been previously circulated with the agenda. The Chair asked members to note that ACCAC had ceased to exist on 31st March 2006 and was now part of DELLS (Department of Education and Lifelong Learning and Skills).

The Inspector/Adviser RE indicated that Denbighshire had been mentioned several times throughout the report and reference had been made to the procedures put in place to continue the monitoring process of standards in RE as a result of Estyn's new inspection framework. He advised that there could be a perception that Denbighshire SACRE had not provided guidance on Collective Worship or training to SACRE members and school governors because there was no specific mention of those actions in Denbighshire SACRE's Annual Report. However reference had been made to Denbighshire's offer of support to schools following inspection and monitoring the provision of Collective Worship in schools. Similarly training for SACRE members and school governors had been undertaken in the past but not mentioned in the Annual Report.

The Inspector/Adviser RE took members through his responses to the issues raised in ACCAC's Review (previously circulated) and clarified particular issues as follows:-

- Given the changes with the advent of the Better Schools' Fund (BSF) and the lack of funding available for RE courses, the In-Service Training session had not been provided during the last two years. The reduction in such training had been mirrored across Wales. WASACRE had raised this issue on a number of occasions with Jayne Davidson, Minister for Education and Lifelong Learning. On a more positive note two courses were being offered for the autumn term 2006 under particular BSF criteria, and
- RE Resources and Teacher Training – SACRE had not formally advised schools on choice of teaching resources but advice was offered through INSET and the work of the Inspector/Adviser RE. Those issues had not been specifically referred to in previous annual reports. There was guidance on methods of teaching and learning through the Agreed Syllabus guidance.

In response to questions from Councillor G.J. Pickering, the Inspector/Adviser RE confirmed that most schools actioned the recommendations arising from the monitoring visits immediately or as soon as possible thereafter. He would begin revisiting schools during the autumn term 2007 when the previous monitoring reports

could be used as a starting point for those visits. In terms of the lack of funding for RE courses following changes to the funding provision, the Inspector/Adviser RE confirmed that in addition to the Welsh Assembly, concerns over that issue had also been raised with central government. The Department for Education and Skills (DfES) had provided significant funding for the RE Council including the possibility of setting up a training commission specifically for RE. However, it was not yet clear whether Wales would benefit and any developments would be closely monitored.

Councillor G.J. Pickering referred to the Modernising Education Programme being undertaken by Cambridge Education Consultants and the work being carried out by PriceWaterhouseCoopers regarding schools' funding. Councillor Pickering suggested that some of the issues raised in the responses could be shared with those organisations and Denbighshire SACRE, as a statutory body for RE, should be involved within the consultation process currently being undertaken by Cambridge Education. The Inspector/Adviser RE agreed to contact those organisations directly in that regard.

(b) Annual SACRE Reports: Guidance and Focus

ACCAC's publication on Annual SACRE Reports: Guidance on focus and structure had been previously circulated with the agenda.

The Inspector/Adviser RE explained that the publication was a guide for SACREs in producing their annual reports. However he felt that following the guidance rigidly would lead to sterile reporting and did not reflect SACRE's approach to working in many instances. The Inspector/Adviser RE illustrated this point through various references within the document and SACRE's working practices. He also highlighted those matters not currently referred to in the SACRE Annual Report which would be included in the future such as advice given to the local education authority and reference to determinations even when no determinations had taken place.

The Inspector/Adviser RE apologised for the omission of page 8 of the document and verbally reported upon the missing content covering methods of teaching, the choice of teaching materials and teacher training which should be described within the SACRE Annual Report. He put a number of options to members to address those issues and ensure that the guidance would be closely followed including (1) considering extending SACRE's guidance document and formally requesting local authorities that with the review of the Agreed Syllabus additional materials on that process be published (2) whether to invite colleges to attend at a SACRE meeting to deliver a presentation on teacher training for RE (3) consultation with schools regarding the information received from colleges in that regard, and (4) the Inspector/Adviser RE being asked to visit schools to see the students concerned.

During consideration of the options members felt it would be beneficial for SACRE to be made aware of the work being carried out in colleges and it was agreed that the three main providers (NEWI, Bangor & Chester) be approached with a view to attending a future SACRE meeting to deliver a presentation on teacher training for RE.

The document also referred to advice given regarding governor training and members agreed to make a formal request to the local authority to include reference to SACRE and the Agreed Syllabus in the governor training programme. Councillor G.J. Pickering also suggested that reference be included on the Governors Wales website. Members then considered the merits of visiting schools but it was noted that the majority of members were already involved within schools to varying degrees either as teachers or governors. Mrs. J. Buckley Jones, Headteacher of Ysgol Gwaenynog, Denbigh indicated that a small group of members would be welcome to visit Ysgol Gwaenynog during the autumn term. Mr. P. Speirs advised that he had visited schools' open days which he had found very useful and he felt that all members should be encouraged to take up those opportunities.

RESOLVED that:-

- (a) *NEWI, Bangor and Chester Colleges be invited to attend a future SACRE meeting to deliver a presentation on teacher training for RE;*
- (b) *a formal request be submitted to Denbighshire to include reference to SACRE and the Agreed Syllabus in its Governor Training Programme, and*
- (c) *a request be made for reference to SACREs and the Agreed Syllabuses on the Governors Wales website.*

8. WALES ASSOCIATION OF SACRES

(a) Report of the meeting held with Jayne Davidson, Minister for Education and Lifelong Learning on 17th May 2006

A report of the meeting had been previously circulated with the agenda detailing the following issues:-

- Report of WASACRE's activities for the year 2005-06 (led by Father Ieuan Wyn Jones)
- The brief, structure and responsibilities of DELLS (led by Mrs. Mairwenna Lloyd)
- A partnership between WASACRE and DELLS to enhance the National Curriculum Review as far as RE was concerned (led by Mr. Gavin Craigen)
- Future role of SACREs given potential collaboration between Unitary Authorities (led by Father Ieuan Wyn Jones)

The Chair and Inspector/Adviser RE provided a brief summary of the meeting and advised members that WASACRE and NAPFRE were the only subject associations to meet the Minister on an annual basis.

RESOLVED that the report of the meeting held with Jayne Davidson, Minister for Education and Lifelong Learning on 17th May 2006 be accepted.

(b) Verbal report from members attending the last meeting of WASACRE

The Chair apologised that, for various reasons, it had not been possible for Denbighshire SACRE to be represented at the WASACRE meeting held at Margam Park on 7th April 2006 and members would need to accept the minutes as a record of that meeting. With regard to the last meeting of WASACRE (AGM) held at County Hall, Caernarfon on 23rd June 2006, the Chair was pleased to report that the Inspector/Adviser RE had been elected Chair of WASACRE. The minutes of that meeting would be circulated when available. Rev. B.H. Jones advised that the AGM had been the first WASACRE meeting he had attended and he had thoroughly enjoyed the day, particularly the presentation on Thinking Skills Strategy which had involved members participation. Rev. Jones also took the opportunity to congratulate the Inspector/Adviser RE on his appointment as Chair of WASACRE.

***RESOLVED** that the verbal report from members attending the last meeting be accepted.*

(c) Verbal report from representatives attending the Special Conference in Llandrindod Wells High School on 20th May 2006

The Chair and Inspector/Adviser RE verbally reported upon the Special Conference where Denbighshire had been particularly well represented with a number of teachers attending. Members were advised that Jane Davidson, Minister for Education and Lifelong Learning had been guest speaker on the day and members had considered the new review of the curriculum for RE. The Chair confirmed that a report would be published on the outcome of discussions which would be submitted to a future SACRE meeting for members' consideration.

***RESOLVED** that the verbal report by the Chair and Inspector/Adviser RE be accepted.*

9. DATE OF NEXT MEETING

The Chair reminded members that the next meeting of the Denbighshire SACRE would be held at 10.00 a.m. on Wednesday 18th October 2006 in the Council Chamber, County Hall, Wynnstay Road, Ruthin.

At this juncture, Mr. P. Speirs, representing the Religious Society of Friends advised that he was attending his last SACRE meeting following his three year term and was moving on to other work in Quaker Education. Mr. Speirs thanked the Inspector/Adviser RE for his hard work and conveyed his best wishes to SACRE for the future.

In closing the meeting the Chair thanked the Inspector/Adviser RE, the committee's translator and Clerk to SACRE for their hard work.

The meeting concluded at 12.20 p.m.

Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)

Date of Meeting:

18th October 2006

Agenda Item:

3

Report:

Presentation by St Brigid's Primary School, Denbigh

Background to the Report:

The SACRE instituted a procedure of receiving presentations from a selected school at each meeting, where possible.

Purpose of the Report:

To enable members to gain a snapshot of the provision of RE and collective worship at St Brigid's Primary School, Denbigh. *(This presentation had originally been scheduled for the previous meeting of SACRE, but had had to be postponed)*

Recommendations:

To SACRE: - to accept the report from St Brigid's Primary School
 - to prepare letters of thanks to the Head Teacher and the Governing Body for the presentation made

To the LEA:

**Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)**

Date of Meeting:

18th October 2006

Agenda Item:

4

Report:

Draft Annual Report 05-06

Background to the Report:

The SACRE is statutorily required to produce an Annual Report of its work during the academic year, and to lodge this report with the Department for Education Lifelong Learning and Skills (DELLS) by December 31st, and to distribute it to all schools, colleges, and other interested establishments.

Purpose of the Report:

To comply with the above statutory requirement to produce a report covering the activities and decisions of SACRE for the year 2005 – 2006.

Recommendations:

To SACRE: - to accept the report as its Annual Report

- to request the LEA to prepare and distribute the Report

To the LEA: - to prepare and print the report and distribute it to all schools, colleges and other interested establishments and organisations

**Annual Report
of
Denbighshire
Standing Advisory Council
for Religious Education**

2005 – 2006

Draft

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Executive Summary

<i>Topics/Issues:</i>	<i>Advice given:</i>	<i>Implemented By LEA:</i>
RE: Agreed Syllabus	<ul style="list-style-type: none"> - implementation guidance: review the Agreed Syllabus post ACCAC National Curriculum Review; - support to raise standards: a monitoring programme, letters sent to schools; - evaluation of effectiveness of Agreed Syllabus: letters received and response to monitoring programme; - monitoring effectiveness of support and guidance: not formally, general responses; - revision to the syllabus: review the Agreed Syllabus post ACCAC National Curriculum Review. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓
RE: Standards	<ul style="list-style-type: none"> - analysis of examination results: below National figures, but provision and success is not just about examination results; - analysis of Estyn inspection reports: compilation of 8 schools' reports, and letters of commendation and offer of support to schools following SACRE meeting; - Supportive Review Visit Reports: reports on fifteen schools (two High Schools and their natural feeder primaries), and letters sent to school following SACRE meeting; - End of Key Stage Attainment figures: the SACRE and LEA do not require or collect statistics on Levels achieved. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓
RE: Methods of Teaching	<ul style="list-style-type: none"> - existing guidance to be added to following review of the Agreed Syllabus; - through INSET, though little opportunity now because of Better Schools Fund criteria, issue to be taken up with Cambridge Education Partnership consultants (Managing School Places), and Price Waterhouse Cooper (looking at school budgeting); - evidence of the impact of advice has come through the monitoring 	<ul style="list-style-type: none"> ✓ ✓ ✓

	programme; - case studies: SACRE received two presentations during the year: a Welsh Primary school and an English Primary.	✓
RE: Choice of Teaching Materials	- advice is offered through the visits of the Inspector/Adviser, for monitoring, planned support, specific school based INSET, or in response to specific requests. Requested LEA to give advice following the review of the Agreed Syllabus.	✓
RE: Provision of ITT	- requested the LEA to arrange for a visit to ITT institutions, a survey of schools receiving students for RE placements, and presentations to SACRE by ITT departments. These will commence Autumn Term 2006.	✓
Collective Worship	- monitoring provision: through Supportive Review Visits, shared with SACRE, and letters to schools following the SACRE meeting; - analysis of Estyn Inspection Reports: compilation of reports on eight schools, and letters to schools following the SACRE meeting; - resources recommended: existing guidance documents contain advice, supplemented by visits of the Inspector/Adviser for monitoring, planned support, specific school based INSET, or in response to specific requests. - INSET training: little opportunity because of the Better Schools Fund criteria. Issue taken up with Cambridge Education Partnership consultants and Price Waterhouse Coopers currently working in Denbighshire LEA. - evaluation of effectiveness of advice: through general responses from schools, not formally undertaken. - determinations: no requests were received	✓ ✓ ✓ ✓ ✓
Other Matters: Local	- Governor Training: referred to the LEA and to Governors Wales; - SACRE members visiting schools: most members have links with schools, and an offer made for members to visit an Infants School;	✓ ✓
Other Matters: National	- Estyn: Annual Report of the OHMCI received and noted, and related to information from the Monitoring Programme and Planned Support visits; - ACCAC/DELLS: Review of Annual Reports 2003-4 and 2004-5 – issues discussed	✓ ✓

	<p>and noted; Guidance on Focus and Structure of Annual Reports – new style agreed in principle, though noted the guidance does not reflect the positive nature of the relationship between the SACRE and LEA, and that the guidance may lead to more sterile reporting;</p> <p>- WASACRE: the SACRE and LEA were represented at meetings, received some of the presentations made to WASACRE, noted the outcomes of the delegation to the Minister, and participated in the Special Conference, and requested the LEA to support teachers attending.</p>	✓
Other Matters: additional	<p>- Report of the visit of the Inspector/Adviser to Uganda;</p> <p>- Letter from the Presbyterian Church of Wales regarding appointment of Chaplains in schools: LEA requested to send letter to schools;</p> <p>- Letter from the Roman Catholic Diocese regarding support and monitoring visits to its schools: requested the LEA to enter into discussions with the Diocese.</p>	<p>✓</p> <p>✓</p> <p>✓</p>
Complaints	- No complaints were received by SACRE.	

The Annual Report.

1. Religious Education:

a. The Agreed Syllabus

At the request of WASACRE, SACRE and the Agreed Syllabus Conference agreed to request the LEA to postpone review of the Agreed Syllabus until after the ACCAC National Curriculum Review (which included RE) was complete. Members of SACRE were delighted that the Inspector/Adviser was a member of the National Curriculum Review RE Advisory Group. The LEA Agreed to the request.

SACREs support in raising standards in RE is carried out through a monitoring programme of Supportive Review Visits by the Inspector/Adviser. Two High Schools, together with their natural feeder primary schools are covered in this programme each year. Reports on the visit contain a Commentary (outline of the visit), Good Features, Areas for Development, Standards, Recommendations. The report is agreed with the school, and forms part of the schools' own self evaluation processes. Sections of the reports are shared with SACRE, and a compilation of the issues across the consortium are noted. Details of these for the year are included in Section B below. Letters are sent to schools following the discussions in SACRE.

Evaluating the effectiveness of the Agreed Syllabus has not been formally carried out, but the supportive review visits as part of the monitoring programme have indicated that the Agreed Syllabus is well embedded in the schools, and the vast majority of schools are happy with its format and coverage.

In terms of evaluation the effectiveness of the support and guidance for the Agreed Syllabus, no formal evaluation has taken place, but letters are received from schools, and the monitoring programme enables information to be gathered on the effectiveness of the advice and support given from SACRE and the LEA.

The review of the Agreed Syllabus, due for 2006-7 was postponed, as referred to in the first paragraph above.

b. Standards

Examination results

The SACRE received details of the examination results for 2005. Members were disappointed that the results were all below the national averages. There was an increase in candidates for GCSE, but a drop in performance of 6.9% to 6.5% below the national figure. Despite a large increase in candidates for short course GCSE (some 126 candidates), and an increase in performance of 4.4%, the overall result was still 6.3% below national figures. Advanced Level results were also down, to 5.4% below national figures, although a pleasing increase of eight candidates; members were mindful of the fact that small entry figures do result in huge swings of percentage. Finally, Entry Level (formerly COEA) results were 0.4% up on the previous year, but still falling below the national average.

Members felt it important to note that the provision of RE and the development of children's understanding was not just about examination results alone, and the wider contributions to the ethos of the school and to life long learning needed to be taken into account too.

Inspection Reports

The reports of RE in just seven schools were analysed during the year. The results in terms of standards were as follows:

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS 1	1	4	2	0	0
KS 2	1	3	3	0	0
KS 3	0	1	0	0	0
KS 4	0	1	0	0	0
Post 16	0	1	0	0	0

In analysing these reports, the good features that were identified in the reports for two or more schools were:

<i>Good Features identified in Inspection Reports:</i>	<i>No. of schools:</i>
Knowledge and understanding of Christianity	7 schools
Knowledge and understanding of religions other than Christianity	7 schools
Knowledge and understanding of the Bible and Bible stories	6 schools
Knowledge and understanding of religious concepts/themes	6 schools
Knowledge/awareness of famous lives	5 schools
No shortcomings	4 schools
Awareness of the impact of belief on lifestyle	3 schools
Visits to local churches/chapels/places of worship	3 schools
Understanding/awareness of the need for caring/sharing	2 schools
Pupil progress/gaining in confidence/skills	2 schools
Use of visitors from faith traditions in teaching and learning	2 schools
Composing/writing of own prayers	2 schools
Relationship of the scheme of work to the Agreed Syllabus	2 schools
Opportunities /ability to express their own ideas/views	2 schools

All other good features were for individual schools, and were as follows:

- Use of poetry/drama/varied activities in RE
- Opportunities for collaboration and cooperation
- Opportunities for discussion of issues, feelings and moral values
- Opportunities for the development and expression of personal beliefs
- Compliance with the statutory requirements of RE and the Agreed Syllabus
- Opportunities to meditate on the affect on their own lives
- Relate their own lives to those of others

In terms of the areas of concerns raised in the reports, only one appeared in more than one school:

- Knowledge and understanding of religions other than Christianity being underdeveloped, superficial or lacking in confidence.

The five others were for individual schools:

- Knowledge and understanding of Christianity, in terms of key points in the Christian calendar being insecure
- Pupils having no secure knowledge of the topics studied nor the ability to recall them in detail
- Pupils not recording their work sufficiently, so preventing consolidation of their learning
- Pupils not being able to name the parables of Jesus Christ or the messages behind them
- A lack of opportunities to reflect on aspects of their RE work

As has been the long established process, schools were written to after their Inspection Report was considered by SACRE, and commended for their good features, offered assistance in any shortcomings, and advised to consider themselves in relation to the shortcomings identified in all of the reports in that session. Schools have found this process to be valuable and helpful.

Supportive Review Visits

As part of SACRE's monitoring programme, reports on visits to the school in two High School consortia – some fifteen schools – were received and discussed. It is not always possible to make or confirm a judgement on standards during the visits, but the overall details for standards was noted as indicated in the bullet points below:

- Very Good, or Good to Very Good (3 schools)
- Good (3 schools)
- Good, or moving towards Good (3 schools)
- Satisfactory and improving/moving towards Good (4 schools)
- No judgement possible (2 schools)

The good features identified in these fifteen schools were as follows:

<i>Good Features identified in Supportive Review Reports</i>	<i>No. of schools</i>
Clear schemes of work/policies for RE	7 schools
A good range of activities for teaching and learning	6 schools
Good links with the local faith community for RE	4 schools
Monitoring processes established with a clear structure	3 schools
Good evidence of/process of self evaluation	2 schools
Revision of the scheme of work recently completed	2 schools

All other good features were for individual schools:

- Clear displays of key words, bilingually
- Lessons well planned and clear
- Visits regularly included in RE programme
- Addressing of the key issues in the Inspection
- Use of artefacts and practical approaches in RE
- Designation of RE as a subject for review
- Annual Easter visit to Coleg y Bala
- Response to the fire which destroyed all the Department's records and resources
- Development of new schemes of work and handbook, plus homework books for KS 3 pupils
- Use of reward cards
- Provision of a lunch time session for those pupils who wish to enter for a full course GCSE
- Increase in resources and artefacts for the teaching and learning in RE
- The secure place of RE within the curriculum and the good RE focus to the learning activities and tasks
- Addressing of the shortcomings identified in the last Inspection, and the drive to improve the delivery of the scheme through the monitoring process.
- Analysis of the scheme against the Agreed Syllabus
- The record of evidence, particularly for Year 1 classes
- Clearly designated coordinators for each key stage in the subject.

In terms of the areas for development, only three topics appeared for more than one school, namely:

- Assessment procedures and recording of achievement (9 schools)
- The need to identify links between the scheme of work and the Agreed Syllabus ~(3 schools)
- Some tasks not leading to the best RE understanding and evaluation (2 schools)

With regard to the first of them, members of SACRE were disappointed as detailed advice and guidance had been given on Assessment in RE when the National Exemplar Levels for RE were adopted into the Agreed Syllabus. However, it seemed that despite this guidance document and also the existence of the ACCAC Optional Assessment Materials, assessment in the Foundation Subjects has not been given as much attention as in core subjects, and that it is beginning to develop.

Certainly, the monitoring visits will have helped schools to begin to take the issue forward in terms of RE.

The other areas for development were for individual schools, and were as follows:

- Development of basic skills and the depth of work
- Pupil motivation in some year groups
- ICT and RE development plan
- Post 16 provision for RE
- Minor amendments to the policy for RE
- Self evaluation process to be implemented
- Uncertainty of the basis of the scheme of work
- Scheme of work needing revising/review
- Coverage of religions other than Christianity in the scheme
- Opportunities for the expression of own views and ideas
- The amount and range of work in pupils' books
- Primary liaison – as identified in the Development Plan
- Widening out tasks to enable more personal responses by pupils
- Coordination of and identifying Bible stories that pupils should cover
- Aspects of Curriculum Cymreig within the scheme of work, and of seasonal topics
- Widening out the monitoring process for the subject

The Recommendations made naturally reflect the areas for development identified, although it has been encouraging to members that there was plenty of good practice to commend and recommend should continue. In regard to this, there were five schools where the good practice in RE was specifically recommended should continue, and another two where the good practice in both RE and collective worship was recommended.

The recommendations that were made for more than two schools were as follows:

<i>Recommendations in Supportive Review Reports</i>	<i>No. of schools</i>
Begin or establish procedures for assessment and recording	10 schools
Carry out or implement the planned review to the scheme of work	4 schools
Identify links with the Agreed Syllabus	4 schools
Carry out revisions to the policy for RE	3 schools
Review tasks in the scheme and audit the range of experiences	2 schools

All other recommendations were for individual schools:

- Devise ways to stimulate pupil motivation
- Implement the strategies for ICT development in the subject
- Enhance key skills and concepts through RE
- Decide on a basis for the scheme of work
- Develop and enhance self evaluation procedures
- Plan for discussion work to feed into written work
- Plan more visits within the RE scheme
- Extend opportunities for pupils to record/express their own ideas and views
- Implement the proposed development plan
- Continue to develop the delivery of the scheme in the positive and clear way already in hand
- Further refine the scheme of work by carrying out an audit of Curriculum Cymreig within it, and giving greater cohesion to the seasonal elements
- Opportunities for the coordinator to review samples of books more formally, and to observe lessons

Again, in line with the process over Inspection Reports, schools are written to once their Supportive Review has been discussed in SACRE, and are given a copy of the whole consortium report. The letter accompanying the report congratulates the school for its good features, and offers support for areas of development. Schools have found this process both informative and valuable, and there has been much sharing of good practice through it.

c. Methods of teaching

The SACRE and the LEA have provided extensive documents and materials in support of the Agreed Syllabus, which contained advice on methods of teaching and delivery of RE. The LEA was requested to extend and update this advice when the Agreed Syllabus is reviewed, after the completion of the National Curriculum Review by ACCAC/DELLS.

In addition, advice on teaching methods is contained in the visits to schools of the Inspector/Adviser, for Supportive Review monitoring, planned support or for school based INSET sessions.

In the past, INSET sessions have also been conducted, but these have not been possible given the criteria for the Better Schools Fund not now allowing curriculum areas to be funded out of the BSF allocation. The SACRE had noted that the issue had been taken up several times with the Minister, but that there was no plan to change

the current arrangements for the funding formula. SACRE did request the LEA to take the matter of funding up with the Cambridge Education Partnership Consultants currently involved in evaluating the Managing of School Places, and also with the Price Waterhouse Cooper representatives currently looking at school budgeting.

In terms of judging the impact of the advice and support given about teaching methods, the SACRE has not undertaken any formal evaluations, but the responses from schools, and the evidence in the supportive reviews has shown that the support is valued and found to be of benefit.

SACRE also has presentations made from teachers at each meeting. During the year, a presentation from a Welsh medium primary school, and an English medium primary school had been received. Members valued these sessions, and the chance to see and hear about provision in schools, as well as to question teachers, had been interesting and informative, and helping SACRE to consider further support that could be offered.

d. Choosing teaching resources

The SACRE has not formally advised schools in the matter of purchasing teaching resources, deeming this to be a matter for the schools themselves. However, through the visits of the Inspector/Adviser – for Supportive Review monitoring, for planned support, and for school based INSET sessions – advice is given. Additionally, specific requests are made to the Inspector/Adviser for advice on teaching resources.

The SACRE requested the LEA to consider this matter in the review of the Agreed Syllabus, and the documentation likely to be distributed to support it.

e. Provision of Initial Teacher Training

In the past this has not been an agenda item for SACRE, given that there were no ITT institutions in its boundaries. However, the SACRE have requested the LEA to make arrangements for members to visit colleges with ITT departments that place students in schools in the LEA, and to undertake a survey of schools receiving such students, and invite representatives from the ITT RE Departments to visit SACRE and make a presentation. The first of these visits is due to take place during the autumn term, 2006.

2. Collective Worship

a) Monitoring provision

Inspection Reports

As part of the process of monitoring, Estyn Inspection Reports are analysed in terms of collective worship, spiritual, moral, social and cultural development (SMSC), and aspects of Key Question 3. These are compiled and noted by SACRE. Letters are sent to schools following the consideration of them in SACRE, commending good practice and offering support as may be necessary.

Over the year thirteen schools' inspection reports were analysed. Judgements on provision for SMSC were not always stated, but the pattern that emerged was as indicated in the table below.

Outstanding	Rich Variety of Experience	Good	Well / Effectively Promoted	Poor/ Un-satisfactory	No Judgement Made
1	1	4	2	0	5

The good features identified in schools were numerous, and the table below indicates those that were made on two or more schools.

<i>Good features of SMSC identified in Inspection Reports</i>	<i>No of schools</i>
Extra-curricular provision being good or providing valuable opportunities	13 schools
Links and/or involvement in the local community	11 schools
Curriculum Cymreig well accounted for and provided	11 schools
Awareness/promotion of sustainable development	10 schools
Observation/promotion of values/good manners/respect	10 schools
Global citizenship/world education/international links	9 schools
Good programme/impact of PSE	8 schools
Contributions to charities and good causes	7 schools
Knowledge and understanding of other cultures and traditions	6 schools
Work of the school council good or effective	6 schools
Contribution of RE to SMSC development	5 schools
Policy on Racism/promotion of racial harmony	4 schools
Health awareness/Healthy Schools Initiative	4 schools
Compliance with statutory requirements for collective	3 schools

worship	
Social development/interactive skills	3 schools
Moral/social development/provision	3 schools
Cultural development	3 schools
Equal opportunities	3 schools
Opportunities for reflection	3 schools
Contribution of collective worship to SMSC development	3 schools
Spiritual development	3 schools
Quality of acts of collective worship	3 schools
Aims and general ethos of the school	3 schools
Contribution of other subjects to SMSC development	3 schools
Pupils progress/gain confidence/ in skills	3 schools
Pupil contributions to collective worship	2 schools
Quality of relationships	2 schools
Opportunities for responsibility and initiative	2 schools
Visits to local places of worship	2 schools
Character of collective worship	2 schools
Displays/artefacts used to enhance teaching and learning	2 schools
Opportunities to raise moral issues and discuss them	2 schools
Knowledge and understanding of right and wrong	2 schools
Opportunities for collaboration and cooperation	2 schools

All other good features were for individual schools:

- Pupils' response to SMSC provision
- Staff as good role models for pupils
- Policy on collective worship
- Opportunities to obtain information/consider values and beliefs
- Opportunities for the development of own views
- Responsibility for own learning
- Opportunities for/quality of discussion
- Independent learning skills

In terms of areas of concern, there were considerably less. There were only six that applied to more than two schools:

<i>Areas of concern in SMSC identified in Inspection Reports</i>	<i>No. of schools</i>
Curriculum Cymreig provision	4 schools
Opportunities for reflection	3 schools
Awareness/promotion of sustainable development	3 schools
Aims and general ethos	2 schools

Quality of acts of worship	2 schools
Pupil progress/gaining confidence in skills	2 schools

All other areas of concern were for individual schools, and were as follows:

- Knowledge and understanding of other cultures and traditions
- Opportunities for responsibility and initiative
- Extra curricular opportunities
- Observation/promotion of values/good manners/respect
- Spiritual development
- Pupil contributions to acts of collective worship
- No policy on collective worship
- Failure to comply with statutory requirements for collective worship
- School council not established

As with RE, the letter sent to schools following the consideration of their Inspection Report, commends the good practice in terms of SMSC provision and collective worship, offers help to schools in terms of areas of concern or shortcomings, and suggests schools also consider their position in relation to the issues of concern raised in all the reports of that session. Schools have found this process to be valuable and helpful.

Supportive Review Visits

As with RE, there is a programme of Supportive Review monitoring visits to schools, and two High Schools and their natural feeder primary schools are covered each year. Reports on the visit contain a Commentary (outline of the visit), Good Features, Areas for Development, Standards, Recommendations. The report is agreed with the school, and forms part of the schools' own self evaluation processes. Sections of the reports are shared with SACRE, and a compilation of the issues across the consortium are noted. Details of these for the year are included below. Letters are sent to schools following the discussions in SACRE.

There were just three good features for more than two schools identified in the visit reports:

<i>Good features identified in Supportive Review Reports</i>	<i>No. of schools</i>
Planning and provision for acts of collective worship	8 schools
Good links with the local faith community for collective worship	4 schools
Good ethos/family atmosphere of the school	2 schools

There was one other good feature for an individual school:

- The use of certificates of involvement in collective worship

There was only three areas for development identified, and all were for individual schools, as follows:

- A lack of collective worship for all pupils every day
- The religious or Christian element of acts of collective worship
- Lack of involvement of the local faith community in acts of worship

Recommendations tend to follow the areas for development, but as with RE, it was pleasing to members to note the number of schools where the maintaining of good practice in collective worship was recommended. There were eight schools where good practice in collective worship was to be maintained, and another two where the good practice in RE and collective worship was to be maintained.

A further recommendation appeared in two schools, namely: to identify Bible stories that could be used in RE and collective worship. All others were for individual schools, as follows:

- Maintain the positive ethos of the school
- Further enhance the themes for collective worship
- Complete the replacement of a policy for collective worship, and the planned enhancements to the pattern for the school
- Take steps to ensure that acts of worship have a clear religious or Christian element to them, in order to comply with statutory requirements
- Explore the possibilities for the involvement of the local faith community in acts of collective worship from time to time

In line with the process over Inspection Reports, schools are written to once their Supportive Review has been discussed in SACRE, and are

given a copy of the whole consortium report. The letter accompanying the report congratulates the school for its good features, and offers support for areas of development. Schools have found this process both informative and valuable, and there has been much sharing of good practice through it.

b) Guidance Documents

Guidance had been given previously on collective worship, and schools were reminded from time to time of the existence of the guidance. As staff move schools and new staff are appointed, they are made aware of this guidance. At present there is no planned development of this guidance material.

c) Resources recommended

The guidance document referred to above contains references to resources valued and recommended or evaluated by serving teachers. Additional advice is offered by the Inspector/Adviser through visits to schools, whether for the Supportive Review monitoring visits, planned support visits, or specific school based INSET sessions. In addition, advice is offered in response to specific requests.

d) INSET for Collective Worship

No courses have been provided as a result of the criteria for the Better Schools Funding not enabling such courses to be funded. The LEA was asked to take the issue up with the Cambridge Educational Partnership Consultants, and with Price Waterhouse Cooper who were working in the LEA. Members also noted that the issue of funding for INSET had been raised a number of times with the Minister, and that no changes to the funding formula were anticipated.

e) Evaluation of the effectiveness of guidance

No formal evaluation of the guidance material has been undertaken, but responses from schools to the materials, and comments offered through school visits have indicated how much the schools have valued the materials, and used them in planning and enhancing their provision.

f) Determinations

There were no applications for a determination made to SACRE.

3) Other Matters

a) Local

(i) Governor Training – following discussions about the Guidance for Annual SACRE Reports, members asked the LEA to make formal reference to RE and the Agreed Syllabus in the LEA Governor Training programme, and to request the Governors Wales website to include information about the responsibilities of Governors in terms of RE and provision of collective worship.

(ii) SACRE members visiting the school – this issue was also raised when looking at the Guidance document. Most members of SACRE were regularly connected or involved with schools, but an invitation was made for any members to attend one of the County's Infant schools during the Autumn Term if they so wished.

b) National

(i) Estyn:

Members received relevant excerpts of the Annual Report of the OHMCI, and were delighted to note:

- Some of the best work in KS 1 & 2 included RE work
- The large rise in candidates for the Short Course in 2005
- RE was one of the subjects where some of the highest standards were found in KS 3 & 4
- In primary schools, SMSC provision was outstanding in two fifths of the schools, and collective worship played an important part in pupils' learning to care about others
- Many more secondary schools provide collective worship each day, although still one in six do not.

(ii) ACCAC/DELLS:

a. Review of Annual SACRE Reports 2003 – 4 and 2004 – 5.

This review document was received and the issues noted. The responses to the recommendations and executive summary were agreed as follows:

- Guidance and support materials had been offered at regular intervals; general feedback and comments had

provided evidence that the material was found helpful and had an impact, but no formal 'assessment' would be undertaken.

- SACRE, in cooperation with the LEA has invested in a system of monitoring provision and standards in RE and collective worship, and collates this information termly and annually; schools have so far found the process of great value and benefit, and the SACRE and LEA have been much better informed of standards and issues in its schools.
- Examination results are analysed in SACRE each Spring Term, and the figures and responses to the discussions, together with any subsequent actions – are published in the annual report.
- SACRE had always reported on INSET sessions in previous Annual Reports, but the changes to Better Schools Funding criteria had not allowed curriculum courses to be offered. It is difficult to see what more SACRE and the LEA could do, given the current formula.
- The monitoring programme referred to above includes consideration of collective worship. Where issues have been identified, they have been noted, and addressed through the work of the Inspector/Adviser.
- SACRE has worked in tandem with other local SACREs and with WASACRE. Sharing of good practice has been another outcome of the monitoring and reporting process, and schools have been able to help each other too. All the work of the SACRE and of the Inspector/Adviser is devoted towards supporting the development of quality RE and collective worship in the schools. General feedback and comments have indicated that the process has been welcomed and valued by schools. The Annual Reports and the analysis of Inspection Reports would seem to indicate that there is an impact in the provision and standards of RE and collective worship in the LEA. No formal assessment or evaluation was considered necessary at this stage.
- Guidance on methods of teaching and choice of teaching resources had been included in support materials accompanying and following the Agreed Syllabus. INSET in the past had provided advice in terms of teaching and learning (though this had become greatly reduced through the changes to the Better Schools Fund criteria). No formal advice had been offered in terms of teaching resources, but the Inspector/Adviser does advise schools during monitoring and planned support visits, as well as when requested or when involved in school based

INSET sessions. The LEA was requested to look at this matter as part of the review of the Agreed Syllabus after the Review of the National Curriculum by DELLS.

- Community matters: multicultural and multi-faith events. In the past events have been organised to promote understanding in these areas, and to reinforce good quality religious education for all pupils. However, organising such events takes huge amounts of time, effort and financial resources, and it has not been possible to provide these on a regular basis. SACRE had also endeavoured to seek funding for such events from a variety of sources, but had not been successful.

b. Guidance on Focus and Structure of Annual Reports

This document had been discussed in detail, and although the SACRE agreed in principle to follow the guidance, it noted that the guidance did not reflect the positive and meaningful relationship and working practices the SACRE and LEA had in place. It was also felt that the outcome of SACREs following this style of reporting would become rather sterile and artificial.

(iii) WASACRE

The SACRE and LEA were represented at most of the meetings of WASACRE, and received some of the presentations that had been made. Members noted the outcomes of the meeting with the Minister, and were grateful that the Association was able to maintain this annual dialogue. Members also requested the LEA to encourage teachers to attend the special conference held in May 2006 in association with DELLS, and also sent representatives from each of the groups on SACRE. Reports had been received of the day, and members looked forward to the Report of the Conference, and to the National Curriculum Review documents early in 2007.

c) Other Matters

(i) *Visit of the Inspector/Adviser to Uganda.*

Members were pleased to receive the report and hear of the work of the Inspector/Adviser with orphanages, schools, colleges and various other projects during his visit to Uganda. The thanks of the Inspector/Adviser to the three LEAs for agreeing to him making these visits was recorded.

(ii) Letter from the Presbyterian Church of Wales – Chaplains in schools

The LEA referred this letter to SACRE for consideration, and the issues it raised were fully discussed, and it was agreed to recommend the LEA to:

- Send a copy of the letter from the Presbyterian Church of Wales to the schools, and informing them of the discussions;
- Remind schools that appointments to staff were a school matter, and suggesting that the school might like to explore ways to develop informal links with the local faith communities;
- Encourage religious representatives on SACRE to ensure that their local personnel offered their services to schools in their areas.

This decision was conveyed to the Presbyterian Church of Wales, and the appropriate letters were sent to schools.

(iii) Letter from the Roman Catholic Diocese of Wrexham – concerning advice and monitoring of Diocesan Schools

The Inspector/Adviser received a letter from the Diocese requesting that all visits to Diocesan schools be postponed pending discussions of protocol. A meeting between LEA officers and Diocesan officers was arranged, and the outcomes agreed were:

- That the Diocese would undertake all support, advice and monitoring visits to their schools
- That the Diocese would provide Section 50 Inspection Reports and monitoring reports, in a similar style to those used by SACRE, for inclusion in the picture of RE and collective worship provision within the SACRE and LEA.

(iv) Complaints

No complaints were received by the SACRE

4. Appendices:

a) Composition of SACRE

Representing Religious Denominations:

Church in Wales

Terry Bryer
Sylvia Harris

Roman Catholic

James Kirkham

Baptist Union

Dr C W Jones (Welsh)
Nomination awaited (English)

Presbyterian

Rev. Brian H Jones (Welsh)
Mary Colbert (English)

Methodist

Heulwen Ellis

United Reformed

Union of Welsh Independents

Mona Evans

Religious Society of Friends

Peter Speirs

Salvation Army

Major David Evans

Evangelical Movement Wales

Rev. Philip J Collinson

Representing Teacher Associations:

Secondary Headteacher

Nomination awaited

Junior Headteacher

Nomination awaited

Secondary RE Specialists

Delyth Williams

Infant Headteacher

Julia Buckley Jones

Special School Teachers

Isobel Barros-Curtis

Junior Classroom Teacher

Maxine Bradshaw

Infant Classroom Teacher

Mrs Mairwenna Lloyd

Representing Denbighshire County Council

Councillor D Owens
Councillor M M Jones
Councillor N Hugh-Jones
Councillor G J Pickering

Councillor K N Hawkins
Councillor G C Evans
Councillor C L Hughes
Councillor G A Jones

Co-opted Members

Welsh National Centre for RE
Movement Wales
Rev. Professor Leslie J Francis

Christian Education
Nomination awaited

b) Number and dates of meetings

11 October 2005
8 February 2006
3 July 2006

c) Organisations receiving the report

DELLS
All schools and colleges of the LEA
The Welsh National Centre for RE
All LEAs in Wales
Diocese of St Asaph
Diocese of Bangor
Diocese of Wrexham
Trinity College Carmarthen
Evangelical Alliance
WASACRE

d) Focused evidence: statistics

Ysgolion Sir Ddinbych Tabl 1
Denbighshire Schools - Table 1

TAGAU 2005 : PAWB - ASTUDIAETHAU CREFYDDOL
GCSE 2005 - ALL - RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
Dinbych Denbigh	36	23.8	5	13.9	5	13.9	6	16.7	6	16.7	7	19.4	4	11.1	1	2.8	2	5.6	0	0.0	61.2	100
Glan Clwyd	11	7.9	2	18.2	2	18.2	2	18.2	0	0.0	0	0.0	1	9.1	1	9.1	3	27.3	0	0.0	54.6	100
Prestatyn	188	66.9	21	11.2	33	17.6	32	17.0	37	19.7	18	9.6	12	6.4	13	6.9	15	8.0	7	3.7	65.4	96.3
Dinas Brân	9	4.9	0	0.0	1	11.1	2	22.2	1	11.1	1	11.1	4	44.4	0	0.0	0	0.0	0	0.0	44.4	100
Brynhyfryd	20	9.5	2	10.0	2	10	2	10.0	2	10.0	2	10.0	4	20.0	2	10.0	3	15.0	1	5.0	40.0	95.0
Y Rhyl / Rhyl	5	2.3	0	0.0	0	0.0	0	0.0	3	60.0	0	0.0	0	0.0	0	0.0	2	40.0	0	0.0	60.0	100
Ben. Ed Jones/ B1 Ed Jones	43	50.9	0	0.0	2	4.7	5	11.6	11	25.6	9	20.9	10	23.3	2	4.7	4	9.3	0	0.0	41.9	100
Santes Ffraid/ St Brigid's	46	93.9	13	28.3	11	23.9	13	28.3	7	15.2	1	2.2	1	2.2	0	0.0	0	0.0	0	0.0	65.7	100
Cyfanswm AALL / LEA Totals	358		43	12.0	56	15.6	62	17.3	67	18.7	38	10.6	36	10.1	19	5.3	29	8.1	8	2.2	63.7	97.8
Cronnol / Cumulative	358		43	12.0	99	27.7	161	45.0	228	63.7	266	74.3	302	84.4	321	89.7	350	97.8	358	100	63.7	97.8
Holl Cymru/ All Wales	6507		788	12.1	1981	30.4	3419	52.5	4566	70.2	5248	80.7	5737	88.2	6058	93.1	6285	96.6	6507	100	70.2	96.6

Ysgolion Sir Ddinbych Tabl 2

TAGAU 2005 : BECHGYN - ASTUDIAETHAU CREFYDDOL

Denbighsire Schools - Table 2

GCSE 2005 – BOYS – RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A* - C	A* - G
Dinbych Denbigh	6	7.4	0	0.0	1	16.7	2	33.3	1	16.7	1	16.7	1	16.7	0	0.0	0	0.0	0	0.0	66.7	100
Glan Clwyd	3	3.7	1	33.3	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Prestatyn	78	58.6	5	6.4	9	11.5	18	23.1	12	15.4	7	9.0	6	7.7	8	10.3	9	11.5	4	5.1	56.4	94.9
Dinas Brân	1	1.0	0	0.0	0	0.0	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Brynhyfryd	9	7.3	0	0.0	1	11.1	2	22.2	0	0.0	1	11.1	1	11.1	2	22.2	2	22.2	0	0.0	33	100
Y Rhyl / Rhyl	1	0.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100	0	0.0	0.0	100
Ben. Ed Jones/ Bl Ed Jones	21	44.7	0	0.0	1	4.8	3	14.3	6	28.6	3	14.3	5	23.8	0	0.0	3	14.4	0	0.0	47.6	100
Santes Ffraid/ St Brigid's																						
Cyfanswm AALL / LEA Totals	119		6	5.0	13	10.9	27	22.7	19	16.0	12	10.1	13	10.9	10	8.4	15	12.6	4	3.4	54.6	96.6
Cronnol / Cumulative	119		6	5.0	19	16.0	46	38.7	65	54.6	77	64.7	90	75.6	100	84.0	115	96.6	119	100	54.6	96.6
Holl Cymru/ All Wales	2323		164	7.1	523	22.5	995	42.8	1447	62.3	1713	73.7	1930	83.1	2082	89.6	2211	95.2	2323	100	62.3	95.2

Ysgolion Sir Ddinbych Tabl 3

TAGAU 2005 : MERCHED - ASTUDIAETHAU CREFYDDOL

Denbighshire Schools - Table 3

GCSE 2005 – GIRLS – RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
Dinbych Denbigh	30	42.9	5	16.7	4	13.3	4	143.3	5	16.7	6	20.0	3	10.0	1	3.3	2	6.7	0	0.0	60.0	100
Glan Clwyd	8	13.8	1	12.5	1	12.5	1	12.5	0	0.0	0	0.0	1	12.5	1	12.5	3	37.5	0	0.0	37.5	100
Prestatyn	110	74.3	16	14.5	24	21.8	14	12.7	25	22.7	11	10.0	6	5.5	5	4.5	6	5.5	3	2.7	71.8	97.3
Dinas Brân	8	8.1	0	0	1	12.5	1	12.5	1	12.5	1	12.5	4	50.0	0	0.0	0	0.0	0	0.0	37.5	100
Brynhyfryd	11	12.5	2	18.2	1	9.1	0	0.0	2	18.2	1	9.1	3	27.3	0	0.0	1	9.1	1	9.1	45.5	90.9
Y Rhyl / Rhyl	4	3.8	0	0.0	0	0.0	0	0.0	3	75.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0	75.0	100
Ben. Ed Jones/ Bl Ed Jones	22	57.9	0	0.0	1	4.5	2	9.1	5	22.7	6	27.3	5	22.7	2	9.1	1	4.5	0	0.0	36.4	100
Santes Ffraid/ St Brigid's	46	93.9	13	28.3	11	23.9	13	28.3	7	15.2	1	2.2	1	2.2	0	0.0	0	0.0	0	0.0	95.7	100
Cyfanswm AALL / LEA Totals	239		37	15.5	43	18.0	35	14.6	48	20.1	26	10.9	23	9.6	9	3.8	14	5.9	4	1.7	68.2	98.3
Cronnol / Cumulative	239		37	15.5	80	33.5	115	48.1	163	68.2	189	79.1	212	88.7	221	92.5	235	98.3	239	100	68.2	98.3
Holl Cymru/ All Wales	4184		624	14.9	1458	34.8	2424	57.9	3119	74.5	3535	84.5	3807	91.0	3976	95.0	4074	97.4	4184	100	74.5	97.4

Ysgolion Sir Ddinbych Tabl 4

TAGAU 2005 : PAWB- ASTUDIAETHAU CREFYDDOL – CWRS BYR

Denbighsire Schools - Table 4

GCSE 2005 – ALL – RELIGIOUS STUDIES – SHORT COURSE

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A*- C	A*- G
Dinbych Denbigh	51	33.7	7	13.7	4	7.8	9	17.6	16	31.4	9	17.6	0	0.0	5	9.8	1	2.0	0	0.0	70.6	100
Glan Clwyd																						
Prestatyn	10	3.6	0	0.0	1	10.0	1	10.0	0	0.0	0	0.0	0	0.0	1	10.0	4	40.0	3	30.0	20.0	70.0
Dinas Brân	140	71.0	0	0.0	2	1.4	11	7.9	33	23.6	28	20.0	20	14.3	19	13.6	16	11.4	11	7.9	32.9	92.1
Brynhyfryd																						
Y Rhyl / Rhyl	109	49.8	6	5.5	12	11.0	25	22.9	23	21.1	12	11.0	7	6.4	11	10.1	7	6.4	6	5.5	60.6	94.5
Ben. Ed Jones/ Bl Ed Jones	15	17.6	0	0.0	0	0.0	0	0.0	1	6.7	1	6.7	1	6.7	4	26.7	7	46.7	1	6.7	6.7	93.3
Santes Ffraid/ St Brigid's	47	95.9	12	25.5	10	21.3	15	32.0	7	14.9	2	4.3	0	0.0	1	2.1	0	0.0	0	0.0	93.6	100
Cyfanswm AALL / LEA Totals	372		25	6.7	29	7.8	61	16.4	80	21.5	52	14.0	28	7.5	41	11.0	35	9.4	21	5.6	52.4	94.4
Cronnol / Cumulative	372		25	6.7	54	14.5	115	30.9	195	52.4	247	66.4	275	73.9	316	84.9	351	94.4	372	100	52.4	94.4
Holl Cymru/ All Wales	13320		1112	8.3	2653	19.9	4942	37.1	7822	58.7	9492	71.3	10924	82.0	12058	90.5	12798	96.1	13320	100	58.7	96.1

Ysgolion Sir Ddinbych Tabl 5

TAGAU 2005 : BECHGYN- ASTUDIAETHAU CREFYDDOL – CWRS BYR

Denbighsire Schools - Table 5

GCSE 2005 – BOYS – RELIGIOUS STUDIES – SHORT COURSE

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A* - C	A* - G
Dinbych Denbigh	15	18.5	0	0.0	2	13.3	4	26.7	3	20.0	3	20.0	0	0.0	3	20.0	0	0.0	0	0.0	60.0	100
Glan Clwyd																						
Prestatyn	8	6.0	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	3	37.5	3	37.5	12.5	62.5
Dinas Brân	66	67.3	0	0.0	0	0.0	4	6.1	14	21.2	10	15.2	8	12.1	12	18.2	9	13.6	9	13.6	27.3	86.4
Brynhyfryd																						
Y Rhyl / Rhyl	50	44.2	2	4.0	3	6.0	10	20.0	12	24.0	5	10.0	5	10.0	6	12.0	4	8.0	3	6.0	54.0	94.0
Ben. Ed Jones/ Bl Ed Jones	10	21.2	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0	0	0.0	4	40.0	5	50.0	0	0.0	0.0	100
Santes Ffraid/ St Brigid's																						
Cyfanswm AALL / LEA Totals	149		2	1.3	6	4.0	18	12.1	29	19.5	19	12.8	13	8.7	26	17.4	21	14.1	15	10.1	36.9	89.9
Cronnol / Cumulative	149		2	1.3	8	5.4	26	17.4	55	36.9	74	49.7	87	58.4	113	75.8	134	89.9	149	100	36.9	89.9
Holl Cymru/ All Wales	6165		301	4.9	876	14.2	1817	29.5	3150	51.1	4006	65.0	4765	77.3	5391	87.4	5809	94.2	6165	100	51.1	94.2

Ysgolion Sir Ddinbych Tabl 6

TAGAU 2005 : MERCHED- ASTUDIAETHAU CREFYDDOL – CWRS BYR

Denbighsire Schools - Table 6

GCSE 2005 – GIRLS – RELIGIOUS STUDIES – SHORT COURSE

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A* - C	A* - G
Dinbych Denbigh	36	51.4	7	19.4	2	5.6	5	13.9	13	36.1	6	16.7	0	0.0	2	5.6	1	2.8	0	0.0	75.0	100
Glan Clwyd																						
Prestatyn	2	1.4	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	50.0	100
Dinas Brân	74	74.7	0	0.0	2	2.7	7	9.5	19	25.7	18	24.3	12	16.2	7	9.5	7	9.5	2	2.7	37.8	97.3
Brynhyfryd																						
Y Rhyl / Rhyl																						
Ben. Ed Jones/ Bl Ed Jones	5	13.1	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	1	20.0	0	0.0	2	40.0	1	20.0	20.0	80.0
Santes Ffraid/ St Brigid's	47	95.9	12	25.5	10	21.3	15	31.9	7	14.9	2	4.3	0	0.0	1	2.1	0	0.0	2	0.0	93.6	100
Cyfanswm AALL / LEA Totals	164		19	11.6	14	8.5	28	17.1	40	24.4	26	15.9	13	7.9	10	6.1	11	6.7	3	1.8	61.6	98.2
Cronnol / Cumulative	164		19	11.6	33	20.1	61	37.2	101	61.6	127	77.4	140	85.4	150	91.5	161	98.2	164	100	61.6	98.2
Holl Cymru/ All	7155		811	11.3	1777	24.8	3125	43.7	4672	65.3	5486	76.7	6159	86.1	6667	93.2	6989	97.7	7155	100	65.3	97.7

Wales																				
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Ysgolion Sir Ddinbych Tabl 7

TAG UWCH GYFRANNOL 2005 : PAWB- ASTUDIAETHAU CREFYDDOL

Denbighsire Schools - Table 7

GCE ADVANCED LEVEL 2005 – ALL – RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A	%	B	%	C	%	D	%	E	%	U	%	A* - C	A* - G
Dinbych Denbigh	6	1	16.7	2	2	33.3	2	33.3	1	16.7	0	0.0	0	0.0	83.3	100
Glan Clwyd																
Prestatyn	12	2	16.7	5	5	41.7	4	33.3	1	8.3	0	0.0	0	0.0	92.0	100
Dinas Brân	1	0	0.0	0	0	0.0	0	0.0	1	100	0	0.0	0	0.0	0.0	100
Brynhyfryd	10	1	10.0	0	0	0.0	2	20.0	7	70.0	0	0.0	0	0.0	30.0	100
Y Rhyl / Rhyl																
Ben. Ed Jones/ Bl Ed Jones																
Santes Ffraid/ St Brigid's	6	1	16.7	0	0	0.0	1	16.7	3	50.0	1	16.7	0	0.0	33.3	100
Cyfanswm AALL / LEA Totals	35	5	14.3	7	7	20.0	9	25.7	13	37.1	1	2.9	0	0.0	60.0	100
Cronnol / Cumulative	35	5	14.3	12	12	34.3	21	60.0	34	97.1	35	100	35	100	60.0	100

Holl Cymru/ All Wales	793	120	15.1	308	308	38.8	519	65.4	691	87.1	777	98.0	793	100	65.4	98.0
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Ysgolion Sir Ddinbych Tabl 8

TAG UWCH GYFRANNOL 2005 : BERCHGYN- ASTUDIAETHAU GREFYDDOL

Denbighsire Schools - Table 8

GCE ADVANCED LEVEL 2005 – BOYS – RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	A	%	B	%	C	%	D	%	E	%	%	U	%	A*-C	A*-G
Dinbych Denbigh	2	0	0.0	2	100	0	0.0	0	0.0	0	0.0	0	0.0	100	100	100
Glan Clwyd																
Prestatyn	2	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	100	100	100
Dinas Brân																
Brynhyfryd	2	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	50.0	100	100
Y Rhyl / Rhyl																
Ben. Ed Jones/ Bl Ed Jones																
Santes Ffraid/ St Brigid's																
Cyfanswm AALL / LEA Totals	6	1	16.7	2	33.3	2	33.3	1	16.7	0	0.0	0	0.0	83.0	100	100
Cronnol / Cumulative	6	1	16.7	3	50.0	5	83.0	6	100	6	100	6	100	83.0	100	100
	176	27	15.3	67	38.1	109	61.9	145	82.4	171	97.2	176	100	61.9	97.2	97.2

Holl Cymru/ All Wales																	
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Ysgolion Sir Ddinbych Tabl 9

TAG UWCH GYFRANNOL 2005 : MERCHED- ASTUDIAETHAU GREFYDDOL

Denbighshire Schools - Table 9

GCE ADVANCED LEVEL 2005 – GIRLS – RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	A	%	B	%	C	%	D	%	E	%	%	U	%	A*-C	A*-G
Dinbych Denbigh	4	1	25.0	0	0.0	2	50.0	1	25.0	0	0.0	0	0	0.0	75.0	100
Glan Clwyd																
Prestatyn	10	1	10.0	5	50.0	3	30.0	1	10.0	0	0.0	0	0	0.0	90.0	100
Dinas Brân	1	0	0.0	0	0.0	0	0.0	1	100	0	0.0	0	0	0.0	0.0	100
Brynhyfryd	8	1	12.5	0	0.0	1	12.5	6	75.0	0	0.0	0	0	0.0	25.0	100
Y Rhyl / Rhyl																
Ben. Ed Jones/ B1 Ed Jones																
Santes Ffraid/ St Brigid's	6	1	16.7	0	0.0	1	16.7	3	50.0	1	16.7	16.7	0	0.0	33.3	100
Cyfanswm AALL / LEA Totals	29	4	13.8	5	17.2	7	24.1	12	41.4	1	3.4	3.4	0	0.0	55.2	100
Cronnol / Cumulative	29	4	13.8	9	31.0	16	55.2	28	96.6	29	100	100	29	100	55.2	100
Holl Cymru/ All Wales	617	93	15.1	241	39.1	410	66.5	546	88.5	606	98.2	98.2	617	100	66.5	98.2

Ysgolion Sir Ddinbych Tabl 10

TCA 2005 :PAWB- ASTUDIAETHAU GREFYDDOL

Denbighshire Schools - Table 10

COEA 2005 – ALL– RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	3	%	2	%	1	%	U	%	% Graddau Pasio/ Pass Grades 3 - 1	% Graddau Gyd / % All Grades
Dinbych Denbigh												
Glan Clwyd												
Prestatyn												
Dinas Brân												
Brynhyfryd												
Y Rhyl / Rhyl	43	19.6	2	4.7	9	20.9	27	62.8	5	11.6	88.4	100
Ben. Ed Jones/ Bl Ed Jones	25	29.4	9	36.0	9	36.0	3	12.0	4	16.0	84.0	100
Santes Ffraid/ St Brigid's												
Cyfanswm AALL / LEA Totals	68		11	16.2	18	26.5	30	44.1	9	13.2	86.8	100
	68		11	16.2	29	42.7	59	86.8	68	100	86.8	100

Cronnol / Cumulative												
Holl Cymru/ All Wales	465		146	31.4	287	61.7	430	92.5	465	100	92.5	100

**Annual Report
of
Denbighshire
Standing Advisory Council
for Religious Education**

2005 – 2006

Draft

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Executive Summary

<i>Topics/Issues:</i>	<i>Advice given:</i>	<i>Implemented By LEA:</i>
RE: Agreed Syllabus	<ul style="list-style-type: none"> - implementation guidance: review the Agreed Syllabus post ACCAC National Curriculum Review; - support to raise standards: a monitoring programme, letters sent to schools; - evaluation of effectiveness of Agreed Syllabus: letters received and response to monitoring programme; - monitoring effectiveness of support and guidance: not formally, general responses; - revision to the syllabus: review the Agreed Syllabus post ACCAC National Curriculum Review. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓
RE: Standards	<ul style="list-style-type: none"> - analysis of examination results: below National figures, but provision and success is not just about examination results; - analysis of Estyn inspection reports: compilation of 8 schools' reports, and letters of commendation and offer of support to schools following SACRE meeting; - Supportive Review Visit Reports: reports on fifteen schools (two High Schools and their natural feeder primaries), and letters sent to school following SACRE meeting; - End of Key Stage Attainment figures: the SACRE and LEA do not require or collect statistics on Levels achieved. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓
RE: Methods of Teaching	<ul style="list-style-type: none"> - existing guidance to be added to following review of the Agreed Syllabus; - through INSET, though little opportunity now because of Better Schools Fund criteria, issue to be taken up with Cambridge Education Partnership consultants (Managing School Places), and Price Waterhouse Cooper (looking at school budgeting); - evidence of the impact of advice has come through the monitoring 	<ul style="list-style-type: none"> ✓ ✓ ✓

	programme; - case studies: SACRE received two presentations during the year: a Welsh Primary school and an English Primary.	✓
RE: Choice of Teaching Materials	- advice is offered through the visits of the Inspector/Adviser, for monitoring, planned support, specific school based INSET, or in response to specific requests. Requested LEA to give advice following the review of the Agreed Syllabus.	✓
RE: Provision of ITT	- requested the LEA to arrange for a visit to ITT institutions, a survey of schools receiving students for RE placements, and presentations to SACRE by ITT departments. These will commence Autumn Term 2006.	✓
Collective Worship	- monitoring provision: through Supportive Review Visits, shared with SACRE, and letters to schools following the SACRE meeting; - analysis of Estyn Inspection Reports: compilation of reports on eight schools, and letters to schools following the SACRE meeting; - resources recommended: existing guidance documents contain advice, supplemented by visits of the Inspector/Adviser for monitoring, planned support, specific school based INSET, or in response to specific requests. - INSET training: little opportunity because of the Better Schools Fund criteria. Issue taken up with Cambridge Education Partnership consultants and Price Waterhouse Coopers currently working in Denbighshire LEA. - evaluation of effectiveness of advice: through general responses from schools, not formally undertaken. - determinations: no requests were received	✓ ✓ ✓ ✓ ✓
Other Matters: Local	- Governor Training: referred to the LEA and to Governors Wales; - SACRE members visiting schools: most members have links with schools, and an offer made for members to visit an Infants School;	✓ ✓
Other Matters: National	- Estyn: Annual Report of the OHMCI received and noted, and related to information from the Monitoring Programme and Planned Support visits; - ACCAC/DELLS: Review of Annual Reports 2003-4 and 2004-5 – issues discussed	✓ ✓

	<p>and noted; Guidance on Focus and Structure of Annual Reports – new style agreed in principle, though noted the guidance does not reflect the positive nature of the relationship between the SACRE and LEA, and that the guidance may lead to more sterile reporting;</p> <p>- WASACRE: the SACRE and LEA were represented at meetings, received some of the presentations made to WASACRE, noted the outcomes of the delegation to the Minister, and participated in the Special Conference, and requested the LEA to support teachers attending.</p>	✓
Other Matters: additional	<p>- Report of the visit of the Inspector/Adviser to Uganda;</p> <p>- Letter from the Presbyterian Church of Wales regarding appointment of Chaplains in schools: LEA requested to send letter to schools;</p> <p>- Letter from the Roman Catholic Diocese regarding support and monitoring visits to its schools: requested the LEA to enter into discussions with the Diocese.</p>	<p>✓</p> <p>✓</p> <p>✓</p>
Complaints	- No complaints were received by SACRE.	

The Annual Report.

1. Religious Education:

a. The Agreed Syllabus

At the request of WASACRE, SACRE and the Agreed Syllabus Conference agreed to request the LEA to postpone review of the Agreed Syllabus until after the ACCAC National Curriculum Review (which included RE) was complete. Members of SACRE were delighted that the Inspector/Adviser was a member of the National Curriculum Review RE Advisory Group. The LEA Agreed to the request.

SACREs support in raising standards in RE is carried out through a monitoring programme of Supportive Review Visits by the Inspector/Adviser. Two High Schools, together with their natural feeder primary schools are covered in this programme each year. Reports on the visit contain a Commentary (outline of the visit), Good Features, Areas for Development, Standards, Recommendations. The report is agreed with the school, and forms part of the schools' own self evaluation processes. Sections of the reports are shared with SACRE, and a compilation of the issues across the consortium are noted. Details of these for the year are included in Section B below. Letters are sent to schools following the discussions in SACRE.

Evaluating the effectiveness of the Agreed Syllabus has not been formally carried out, but the supportive review visits as part of the monitoring programme have indicated that the Agreed Syllabus is well embedded in the schools, and the vast majority of schools are happy with its format and coverage.

In terms of evaluation the effectiveness of the support and guidance for the Agreed Syllabus, no formal evaluation has taken place, but letters are received from schools, and the monitoring programme enables information to be gathered on the effectiveness of the advice and support given from SACRE and the LEA.

The review of the Agreed Syllabus, due for 2006-7 was postponed, as referred to in the first paragraph above.

b. Standards

Examination results

The SACRE received details of the examination results for 2005. Members were disappointed that the results were all below the national averages. There was an increase in candidates for GCSE, but a drop in performance of 6.9% to 6.5% below the national figure. Despite a large increase in candidates for short course GCSE (some 126 candidates), and an increase in performance of 4.4%, the overall result was still 6.3% below national figures. Advanced Level results were also down, to 5.4% below national figures, although a pleasing increase of eight candidates; members were mindful of the fact that small entry figures do result in huge swings of percentage. Finally, Entry Level (formerly COEA) results were 0.4% up on the previous year, but still falling below the national average.

Members felt it important to note that the provision of RE and the development of children's understanding was not just about examination results alone, and the wider contributions to the ethos of the school and to life long learning needed to be taken into account too.

Inspection Reports

The reports of RE in just seven schools were analysed during the year. The results in terms of standards were as follows:

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS 1	1	4	2	0	0
KS 2	1	3	3	0	0
KS 3	0	1	0	0	0
KS 4	0	1	0	0	0
Post 16	0	1	0	0	0

In analysing these reports, the good features that were identified in the reports for two or more schools were:

<i>Good Features identified in Inspection Reports:</i>	<i>No. of schools:</i>
Knowledge and understanding of Christianity	7 schools
Knowledge and understanding of religions other than Christianity	7 schools
Knowledge and understanding of the Bible and Bible stories	6 schools
Knowledge and understanding of religious concepts/themes	6 schools
Knowledge/awareness of famous lives	5 schools
No shortcomings	4 schools
Awareness of the impact of belief on lifestyle	3 schools
Visits to local churches/chapels/places of worship	3 schools
Understanding/awareness of the need for caring/sharing	2 schools
Pupil progress/gaining in confidence/skills	2 schools
Use of visitors from faith traditions in teaching and learning	2 schools
Composing/writing of own prayers	2 schools
Relationship of the scheme of work to the Agreed Syllabus	2 schools
Opportunities /ability to express their own ideas/views	2 schools

All other good features were for individual schools, and were as follows:

- Use of poetry/drama/varied activities in RE
- Opportunities for collaboration and cooperation
- Opportunities for discussion of issues, feelings and moral values
- Opportunities for the development and expression of personal beliefs
- Compliance with the statutory requirements of RE and the Agreed Syllabus
- Opportunities to meditate on the affect on their own lives
- Relate their own lives to those of others

In terms of the areas of concerns raised in the reports, only one appeared in more than one school:

- Knowledge and understanding of religions other than Christianity being underdeveloped, superficial or lacking in confidence.

The five others were for individual schools:

- Knowledge and understanding of Christianity, in terms of key points in the Christian calendar being insecure
- Pupils having no secure knowledge of the topics studied nor the ability to recall them in detail
- Pupils not recording their work sufficiently, so preventing consolidation of their learning
- Pupils not being able to name the parables of Jesus Christ or the messages behind them
- A lack of opportunities to reflect on aspects of their RE work

As has been the long established process, schools were written to after their Inspection Report was considered by SACRE, and commended for their good features, offered assistance in any shortcomings, and advised to consider themselves in relation to the shortcomings identified in all of the reports in that session. Schools have found this process to be valuable and helpful.

Supportive Review Visits

As part of SACRE's monitoring programme, reports on visits to the school in two High School consortia – some fifteen schools – were received and discussed. It is not always possible to make or confirm a judgement on standards during the visits, but the overall details for standards was noted as indicated in the bullet points below:

- Very Good, or Good to Very Good (3 schools)
- Good (3 schools)
- Good, or moving towards Good (3 schools)
- Satisfactory and improving/moving towards Good (4 schools)
- No judgement possible (2 schools)

The good features identified in these fifteen schools were as follows:

<i>Good Features identified in Supportive Review Reports</i>	<i>No. of schools</i>
Clear schemes of work/policies for RE	7 schools
A good range of activities for teaching and learning	6 schools
Good links with the local faith community for RE	4 schools
Monitoring processes established with a clear structure	3 schools
Good evidence of/process of self evaluation	2 schools
Revision of the scheme of work recently completed	2 schools

All other good features were for individual schools:

- Clear displays of key words, bilingually
- Lessons well planned and clear
- Visits regularly included in RE programme
- Addressing of the key issues in the Inspection
- Use of artefacts and practical approaches in RE
- Designation of RE as a subject for review
- Annual Easter visit to Coleg y Bala
- Response to the fire which destroyed all the Department's records and resources
- Development of new schemes of work and handbook, plus homework books for KS 3 pupils
- Use of reward cards
- Provision of a lunch time session for those pupils who wish to enter for a full course GCSE
- Increase in resources and artefacts for the teaching and learning in RE
- The secure place of RE within the curriculum and the good RE focus to the learning activities and tasks
- Addressing of the shortcomings identified in the last Inspection, and the drive to improve the delivery of the scheme through the monitoring process.
- Analysis of the scheme against the Agreed Syllabus
- The record of evidence, particularly for Year 1 classes
- Clearly designated coordinators for each key stage in the subject.

In terms of the areas for development, only three topics appeared for more than one school, namely:

- Assessment procedures and recording of achievement (9 schools)
- The need to identify links between the scheme of work and the Agreed Syllabus ~ (3 schools)
- Some tasks not leading to the best RE understanding and evaluation (2 schools)

With regard to the first of them, members of SACRE were disappointed as detailed advice and guidance had been given on Assessment in RE when the National Exemplar Levels for RE were adopted into the Agreed Syllabus. However, it seemed that despite this guidance document and also the existence of the ACCAC Optional Assessment Materials, assessment in the Foundation Subjects has not been given as much attention as in core subjects, and that it is beginning to develop.

Certainly, the monitoring visits will have helped schools to begin to take the issue forward in terms of RE.

The other areas for development were for individual schools, and were as follows:

- Development of basic skills and the depth of work
- Pupil motivation in some year groups
- ICT and RE development plan
- Post 16 provision for RE
- Minor amendments to the policy for RE
- Self evaluation process to be implemented
- Uncertainty of the basis of the scheme of work
- Scheme of work needing revising/review
- Coverage of religions other than Christianity in the scheme
- Opportunities for the expression of own views and ideas
- The amount and range of work in pupils' books
- Primary liaison – as identified in the Development Plan
- Widening out tasks to enable more personal responses by pupils
- Coordination of and identifying Bible stories that pupils should cover
- Aspects of Curriculum Cymreig within the scheme of work, and of seasonal topics
- Widening out the monitoring process for the subject

The Recommendations made naturally reflect the areas for development identified, although it has been encouraging to members that there was plenty of good practice to commend and recommend should continue. In regard to this, there were five schools where the good practice in RE was specifically recommended should continue, and another two where the good practice in both RE and collective worship was recommended.

The recommendations that were made for more than two schools were as follows:

<i>Recommendations in Supportive Review Reports</i>	<i>No. of schools</i>
Begin or establish procedures for assessment and recording	10 schools
Carry out or implement the planned review to the scheme of work	4 schools
Identify links with the Agreed Syllabus	4 schools
Carry out revisions to the policy for RE	3 schools
Review tasks in the scheme and audit the range of experiences	2 schools

All other recommendations were for individual schools:

- Devise ways to stimulate pupil motivation
- Implement the strategies for ICT development in the subject
- Enhance key skills and concepts through RE
- Decide on a basis for the scheme of work
- Develop and enhance self evaluation procedures
- Plan for discussion work to feed into written work
- Plan more visits within the RE scheme
- Extend opportunities for pupils to record/express their own ideas and views
- Implement the proposed development plan
- Continue to develop the delivery of the scheme in the positive and clear way already in hand
- Further refine the scheme of work by carrying out an audit of Curriculum Cymreig within it, and giving greater cohesion to the seasonal elements
- Opportunities for the coordinator to review samples of books more formally, and to observe lessons

Again, in line with the process over Inspection Reports, schools are written to once their Supportive Review has been discussed in SACRE, and are given a copy of the whole consortium report. The letter accompanying the report congratulates the school for its good features, and offers support for areas of development. Schools have found this process both informative and valuable, and there has been much sharing of good practice through it.

c. Methods of teaching

The SACRE and the LEA have provided extensive documents and materials in support of the Agreed Syllabus, which contained advice on methods of teaching and delivery of RE. The LEA was requested to extend and update this advice when the Agreed Syllabus is reviewed, after the completion of the National Curriculum Review by ACCAC/DELLS.

In addition, advice on teaching methods is contained in the visits to schools of the Inspector/Adviser, for Supportive Review monitoring, planned support or for school based INSET sessions.

In the past, INSET sessions have also been conducted, but these have not been possible given the criteria for the Better Schools Fund not now allowing curriculum areas to be funded out of the BSF allocation. The SACRE had noted that the issue had been taken up several times with the Minister, but that there was no plan to change

the current arrangements for the funding formula. SACRE did request the LEA to take the matter of funding up with the Cambridge Education Partnership Consultants currently involved in evaluating the Managing of School Places, and also with the Price Waterhouse Cooper representatives currently looking at school budgeting.

In terms of judging the impact of the advice and support given about teaching methods, the SACRE has not undertaken any formal evaluations, but the responses from schools, and the evidence in the supportive reviews has shown that the support is valued and found to be of benefit.

SACRE also has presentations made from teachers at each meeting. During the year, a presentation from a Welsh medium primary school, and an English medium primary school had been received. Members valued these sessions, and the chance to see and hear about provision in schools, as well as to question teachers, had been interesting and informative, and helping SACRE to consider further support that could be offered.

d. Choosing teaching resources

The SACRE has not formally advised schools in the matter of purchasing teaching resources, deeming this to be a matter for the schools themselves. However, through the visits of the Inspector/Adviser – for Supportive Review monitoring, for planned support, and for school based INSET sessions – advice is given. Additionally, specific requests are made to the Inspector/Adviser for advice on teaching resources.

The SACRE requested the LEA to consider this matter in the review of the Agreed Syllabus, and the documentation likely to be distributed to support it.

e. Provision of Initial Teacher Training

In the past this has not been an agenda item for SACRE, given that there were no ITT institutions in its boundaries. However, the SACRE have requested the LEA to make arrangements for members to visit colleges with ITT departments that place students in schools in the LEA, and to undertake a survey of schools receiving such students, and invite representatives from the ITT RE Departments to visit SACRE and make a presentation. The first of these visits is due to take place during the autumn term, 2006.

2. Collective Worship

a) Monitoring provision

Inspection Reports

As part of the process of monitoring, Estyn Inspection Reports are analysed in terms of collective worship, spiritual, moral, social and cultural development (SMSC), and aspects of Key Question 3. These are compiled and noted by SACRE. Letters are sent to schools following the consideration of them in SACRE, commending good practice and offering support as may be necessary.

Over the year thirteen schools' inspection reports were analysed. Judgements on provision for SMSC were not always stated, but the pattern that emerged was as indicated in the table below.

Outstanding	Rich Variety of Experience	Good	Well / Effectively Promoted	Poor/ Un-satisfactory	No Judgement Made
1	1	4	2	0	5

The good features identified in schools were numerous, and the table below indicates those that were made on two or more schools.

<i>Good features of SMSC identified in Inspection Reports</i>	<i>No of schools</i>
Extra-curricular provision being good or providing valuable opportunities	13 schools
Links and/or involvement in the local community	11 schools
Curriculum Cymreig well accounted for and provided	11 schools
Awareness/promotion of sustainable development	10 schools
Observation/promotion of values/good manners/respect	10 schools
Global citizenship/world education/international links	9 schools
Good programme/impact of PSE	8 schools
Contributions to charities and good causes	7 schools
Knowledge and understanding of other cultures and traditions	6 schools
Work of the school council good or effective	6 schools
Contribution of RE to SMSC development	5 schools
Policy on Racism/promotion of racial harmony	4 schools
Health awareness/Healthy Schools Initiative	4 schools
Compliance with statutory requirements for collective	3 schools

worship	
Social development/interactive skills	3 schools
Moral/social development/provision	3 schools
Cultural development	3 schools
Equal opportunities	3 schools
Opportunities for reflection	3 schools
Contribution of collective worship to SMSC development	3 schools
Spiritual development	3 schools
Quality of acts of collective worship	3 schools
Aims and general ethos of the school	3 schools
Contribution of other subjects to SMSC development	3 schools
Pupils progress/gain confidence/ in skills	3 schools
Pupil contributions to collective worship	2 schools
Quality of relationships	2 schools
Opportunities for responsibility and initiative	2 schools
Visits to local places of worship	2 schools
Character of collective worship	2 schools
Displays/artefacts used to enhance teaching and learning	2 schools
Opportunities to raise moral issues and discuss them	2 schools
Knowledge and understanding of right and wrong	2 schools
Opportunities for collaboration and cooperation	2 schools

All other good features were for individual schools:

- Pupils' response to SMSC provision
- Staff as good role models for pupils
- Policy on collective worship
- Opportunities to obtain information/consider values and beliefs
- Opportunities for the development of own views
- Responsibility for own learning
- Opportunities for/quality of discussion
- Independent learning skills

In terms of areas of concern, there were considerably less. There were only six that applied to more than two schools:

<i>Areas of concern in SMSC identified in Inspection Reports</i>	<i>No. of schools</i>
Curriculum Cymreig provision	4 schools
Opportunities for reflection	3 schools
Awareness/promotion of sustainable development	3 schools
Aims and general ethos	2 schools

Quality of acts of worship	2 schools
Pupil progress/gaining confidence in skills	2 schools

All other areas of concern were for individual schools, and were as follows:

- Knowledge and understanding of other cultures and traditions
- Opportunities for responsibility and initiative
- Extra curricular opportunities
- Observation/promotion of values/good manners/respect
- Spiritual development
- Pupil contributions to acts of collective worship
- No policy on collective worship
- Failure to comply with statutory requirements for collective worship
- School council not established

As with RE, the letter sent to schools following the consideration of their Inspection Report, commends the good practice in terms of SMSC provision and collective worship, offers help to schools in terms of areas of concern or shortcomings, and suggests schools also consider their position in relation to the issues of concern raised in all the reports of that session. Schools have found this process to be valuable and helpful.

Supportive Review Visits

As with RE, there is a programme of Supportive Review monitoring visits to schools, and two High Schools and their natural feeder primary schools are covered each year. Reports on the visit contain a Commentary (outline of the visit), Good Features, Areas for Development, Standards, Recommendations. The report is agreed with the school, and forms part of the schools' own self evaluation processes. Sections of the reports are shared with SACRE, and a compilation of the issues across the consortium are noted. Details of these for the year are included below. Letters are sent to schools following the discussions in SACRE.

There were just three good features for more than two schools identified in the visit reports:

<i>Good features identified in Supportive Review Reports</i>	<i>No. of schools</i>
Planning and provision for acts of collective worship	8 schools
Good links with the local faith community for collective worship	4 schools
Good ethos/family atmosphere of the school	2 schools

There was one other good feature for an individual school:

- The use of certificates of involvement in collective worship

There was only three areas for development identified, and all were for individual schools, as follows:

- A lack of collective worship for all pupils every day
- The religious or Christian element of acts of collective worship
- Lack of involvement of the local faith community in acts of worship

Recommendations tend to follow the areas for development, but as with RE, it was pleasing to members to note the number of schools where the maintaining of good practice in collective worship was recommended. There were eight schools where good practice in collective worship was to be maintained, and another two where the good practice in RE and collective worship was to be maintained.

A further recommendation appeared in two schools, namely: to identify Bible stories that could be used in RE and collective worship. All others were for individual schools, as follows:

- Maintain the positive ethos of the school
- Further enhance the themes for collective worship
- Complete the replacement of a policy for collective worship, and the planned enhancements to the pattern for the school
- Take steps to ensure that acts of worship have a clear religious or Christian element to them, in order to comply with statutory requirements
- Explore the possibilities for the involvement of the local faith community in acts of collective worship from time to time

In line with the process over Inspection Reports, schools are written to once their Supportive Review has been discussed in SACRE, and are

given a copy of the whole consortium report. The letter accompanying the report congratulates the school for its good features, and offers support for areas of development. Schools have found this process both informative and valuable, and there has been much sharing of good practice through it.

b) Guidance Documents

Guidance had been given previously on collective worship, and schools were reminded from time to time of the existence of the guidance. As staff move schools and new staff are appointed, they are made aware of this guidance. At present there is no planned development of this guidance material.

c) Resources recommended

The guidance document referred to above contains references to resources valued and recommended or evaluated by serving teachers. Additional advice is offered by the Inspector/Adviser through visits to schools, whether for the Supportive Review monitoring visits, planned support visits, or specific school based INSET sessions. In addition, advice is offered in response to specific requests.

d) INSET for Collective Worship

No courses have been provided as a result of the criteria for the Better Schools Funding not enabling such courses to be funded. The LEA was asked to take the issue up with the Cambridge Educational Partnership Consultants, and with Price Waterhouse Cooper who were working in the LEA. Members also noted that the issue of funding for INSET had been raised a number of times with the Minister, and that no changes to the funding formula were anticipated.

e) Evaluation of the effectiveness of guidance

No formal evaluation of the guidance material has been undertaken, but responses from schools to the materials, and comments offered through school visits have indicated how much the schools have valued the materials, and used them in planning and enhancing their provision.

f) Determinations

There were no applications for a determination made to SACRE.

3) Other Matters

a) Local

(i) Governor Training – following discussions about the Guidance for Annual SACRE Reports, members asked the LEA to make formal reference to RE and the Agreed Syllabus in the LEA Governor Training programme, and to request the Governors Wales website to include information about the responsibilities of Governors in terms of RE and provision of collective worship.

(ii) SACRE members visiting the school – this issue was also raised when looking at the Guidance document. Most members of SACRE were regularly connected or involved with schools, but an invitation was made for any members to attend one of the County's Infant schools during the Autumn Term if they so wished.

b) National

(i) Estyn:

Members received relevant excerpts of the Annual Report of the OHMCI, and were delighted to note:

- Some of the best work in KS 1 & 2 included RE work
- The large rise in candidates for the Short Course in 2005
- RE was one of the subjects where some of the highest standards were found in KS 3 & 4
- In primary schools, SMSC provision was outstanding in two fifths of the schools, and collective worship played an important part in pupils' learning to care about others
- Many more secondary schools provide collective worship each day, although still one in six do not.

(ii) ACCAC/DELLS:

a. Review of Annual SACRE Reports 2003 – 4 and 2004 – 5.

This review document was received and the issues noted. The responses to the recommendations and executive summary were agreed as follows:

- Guidance and support materials had been offered at regular intervals; general feedback and comments had

provided evidence that the material was found helpful and had an impact, but no formal 'assessment' would be undertaken.

- SACRE, in cooperation with the LEA has invested in a system of monitoring provision and standards in RE and collective worship, and collates this information termly and annually; schools have so far found the process of great value and benefit, and the SACRE and LEA have been much better informed of standards and issues in its schools.
- Examination results are analysed in SACRE each Spring Term, and the figures and responses to the discussions, together with any subsequent actions – are published in the annual report.
- SACRE had always reported on INSET sessions in previous Annual Reports, but the changes to Better Schools Funding criteria had not allowed curriculum courses to be offered. It is difficult to see what more SACRE and the LEA could do, given the current formula.
- The monitoring programme referred to above includes consideration of collective worship. Where issues have been identified, they have been noted, and addressed through the work of the Inspector/Adviser.
- SACRE has worked in tandem with other local SACREs and with WASACRE. Sharing of good practice has been another outcome of the monitoring and reporting process, and schools have been able to help each other too. All the work of the SACRE and of the Inspector/Adviser is devoted towards supporting the development of quality RE and collective worship in the schools. General feedback and comments have indicated that the process has been welcomed and valued by schools. The Annual Reports and the analysis of Inspection Reports would seem to indicate that there is an impact in the provision and standards of RE and collective worship in the LEA. No formal assessment or evaluation was considered necessary at this stage.
- Guidance on methods of teaching and choice of teaching resources had been included in support materials accompanying and following the Agreed Syllabus. INSET in the past had provided advice in terms of teaching and learning (though this had become greatly reduced through the changes to the Better Schools Fund criteria). No formal advice had been offered in terms of teaching resources, but the Inspector/Adviser does advise schools during monitoring and planned support visits, as well as when requested or when involved in school based

INSET sessions. The LEA was requested to look at this matter as part of the review of the Agreed Syllabus after the Review of the National Curriculum by DELLS.

- Community matters: multicultural and multi-faith events. In the past events have been organised to promote understanding in these areas, and to reinforce good quality religious education for all pupils. However, organising such events takes huge amounts of time, effort and financial resources, and it has not been possible to provide these on a regular basis. SACRE had also endeavoured to seek funding for such events from a variety of sources, but had not been successful.

b. Guidance on Focus and Structure of Annual Reports

This document had been discussed in detail, and although the SACRE agreed in principle to follow the guidance, it noted that the guidance did not reflect the positive and meaningful relationship and working practices the SACRE and LEA had in place. It was also felt that the outcome of SACREs following this style of reporting would become rather sterile and artificial.

(iii) WASACRE

The SACRE and LEA were represented at most of the meetings of WASACRE, and received some of the presentations that had been made. Members noted the outcomes of the meeting with the Minister, and were grateful that the Association was able to maintain this annual dialogue. Members also requested the LEA to encourage teachers to attend the special conference held in May 2006 in association with DELLS, and also sent representatives from each of the groups on SACRE. Reports had been received of the day, and members looked forward to the Report of the Conference, and to the National Curriculum Review documents early in 2007.

c) Other Matters

(i) *Visit of the Inspector/Adviser to Uganda.*

Members were pleased to receive the report and hear of the work of the Inspector/Adviser with orphanages, schools, colleges and various other projects during his visit to Uganda. The thanks of the Inspector/Adviser to the three LEAs for agreeing to him making these visits was recorded.

(ii) Letter from the Presbyterian Church of Wales – Chaplains in schools

The LEA referred this letter to SACRE for consideration, and the issues it raised were fully discussed, and it was agreed to recommend the LEA to:

- Send a copy of the letter from the Presbyterian Church of Wales to the schools, and informing them of the discussions;
- Remind schools that appointments to staff were a school matter, and suggesting that the school might like to explore ways to develop informal links with the local faith communities;
- Encourage religious representatives on SACRE to ensure that their local personnel offered their services to schools in their areas.

This decision was conveyed to the Presbyterian Church of Wales, and the appropriate letters were sent to schools.

(iii) Letter from the Roman Catholic Diocese of Wrexham – concerning advice and monitoring of Diocesan Schools

The Inspector/Adviser received a letter from the Diocese requesting that all visits to Diocesan schools be postponed pending discussions of protocol. A meeting between LEA officers and Diocesan officers was arranged, and the outcomes agreed were:

- That the Diocese would undertake all support, advice and monitoring visits to their schools
- That the Diocese would provide Section 50 Inspection Reports and monitoring reports, in a similar style to those used by SACRE, for inclusion in the picture of RE and collective worship provision within the SACRE and LEA.

(iv) Complaints

No complaints were received by the SACRE

4. Appendices:

a) Composition of SACRE

Representing Religious Denominations:

Church in Wales

Terry Bryer
Sylvia Harris

Roman Catholic

James Kirkham

Baptist Union

Dr C W Jones (Welsh)
Nomination awaited (English)

Presbyterian

Rev. Brian H Jones (Welsh)
Mary Colbert (English)

Methodist

Heulwen Ellis

United Reformed

Union of Welsh Independents

Mona Evans

Religious Society of Friends

Peter Speirs

Salvation Army

Major David Evans

Evangelical Movement Wales

Rev. Philip J Collinson

Representing Teacher Associations:

Secondary Headteacher

Nomination awaited

Junior Headteacher

Nomination awaited

Secondary RE Specialists

Delyth Williams

Infant Headteacher

Julia Buckley Jones

Special School Teachers

Isobel Barros-Curtis

Junior Classroom Teacher

Maxine Bradshaw

Infant Classroom Teacher

Mrs Mairwenna Lloyd

Representing Denbighshire County Council

Councillor D Owens
Councillor M M Jones
Councillor N Hugh-Jones
Councillor G J Pickering

Councillor K N Hawkins
Councillor G C Evans
Councillor C L Hughes
Councillor G A Jones

Co-opted Members

Welsh National Centre for RE
Movement Wales
Rev. Professor Leslie J Francis

Christian Education
Nomination awaited

b) Number and dates of meetings

11 October 2005
8 February 2006
3 July 2006

c) Organisations receiving the report

DELLS
All schools and colleges of the LEA
The Welsh National Centre for RE
All LEAs in Wales
Diocese of St Asaph
Diocese of Bangor
Diocese of Wrexham
Trinity College Carmarthen
Evangelical Alliance
WASACRE

d) Focused evidence: statistics

Ysgolion Sir Ddinbych Tabl 1
Denbighshire Schools - Table 1

TAGAU 2005 : PAWB - ASTUDIAETHAU CREFYDDOL
GCSE 2005 - ALL - RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
Dinbych Denbigh	36	23.8	5	13.9	5	13.9	6	16.7	6	16.7	7	19.4	4	11.1	1	2.8	2	5.6	0	0.0	61.2	100
Glan Clwyd	11	7.9	2	18.2	2	18.2	2	18.2	0	0.0	0	0.0	1	9.1	1	9.1	3	27.3	0	0.0	54.6	100
Prestatyn	188	66.9	21	11.2	33	17.6	32	17.0	37	19.7	18	9.6	12	6.4	13	6.9	15	8.0	7	3.7	65.4	96.3
Dinas Brân	9	4.9	0	0.0	1	11.1	2	22.2	1	11.1	1	11.1	4	44.4	0	0.0	0	0.0	0	0.0	44.4	100
Brynhyfryd	20	9.5	2	10.0	2	10	2	10.0	2	10.0	2	10.0	4	20.0	2	10.0	3	15.0	1	5.0	40.0	95.0
Y Rhyl / Rhyl	5	2.3	0	0.0	0	0.0	0	0.0	3	60.0	0	0.0	0	0.0	0	0.0	2	40.0	0	0.0	60.0	100
Ben. Ed Jones/ B1 Ed Jones	43	50.9	0	0.0	2	4.7	5	11.6	11	25.6	9	20.9	10	23.3	2	4.7	4	9.3	0	0.0	41.9	100
Santes Ffraid/ St Brigid's	46	93.9	13	28.3	11	23.9	13	28.3	7	15.2	1	2.2	1	2.2	0	0.0	0	0.0	0	0.0	65.7	100
Cyfanswm AALL / LEA Totals	358		43	12.0	56	15.6	62	17.3	67	18.7	38	10.6	36	10.1	19	5.3	29	8.1	8	2.2	63.7	97.8
Cronnol / Cumulative	358		43	12.0	99	27.7	161	45.0	228	63.7	266	74.3	302	84.4	321	89.7	350	97.8	358	100	63.7	97.8
Holl Cymru/ All Wales	6507		788	12.1	1981	30.4	3419	52.5	4566	70.2	5248	80.7	5737	88.2	6058	93.1	6285	96.6	6507	100	70.2	96.6

Ysgolion Sir Ddinbych Tabl 2

TAGAU 2005 : BECHGYN - ASTUDIAETHAU CREFYDDOL

Denbighsire Schools - Table 2

GCSE 2005 – BOYS – RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A* - C	A* - G
Dinbych Denbigh	6	7.4	0	0.0	1	16.7	2	33.3	1	16.7	1	16.7	1	16.7	0	0.0	0	0.0	0	0.0	66.7	100
Glan Clwyd	3	3.7	1	33.3	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Prestatyn	78	58.6	5	6.4	9	11.5	18	23.1	12	15.4	7	9.0	6	7.7	8	10.3	9	11.5	4	5.1	56.4	94.9
Dinas Brân	1	1.0	0	0.0	0	0.0	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Brynhyfryd	9	7.3	0	0.0	1	11.1	2	22.2	0	0.0	1	11.1	1	11.1	2	22.2	2	22.2	0	0.0	33	100
Y Rhyl / Rhyl	1	0.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100	0	0.0	0.0	100
Ben. Ed Jones/ Bl Ed Jones	21	44.7	0	0.0	1	4.8	3	14.3	6	28.6	3	14.3	5	23.8	0	0.0	3	14.4	0	0.0	47.6	100
Santes Ffraid/ St Brigid's																						
Cyfanswm AALL / LEA Totals	119		6	5.0	13	10.9	27	22.7	19	16.0	12	10.1	13	10.9	10	8.4	15	12.6	4	3.4	54.6	96.6
Cronnol / Cumulative	119		6	5.0	19	16.0	46	38.7	65	54.6	77	64.7	90	75.6	100	84.0	115	96.6	119	100	54.6	96.6
Holl Cymru/ All Wales	2323		164	7.1	523	22.5	995	42.8	1447	62.3	1713	73.7	1930	83.1	2082	89.6	2211	95.2	2323	100	62.3	95.2

Ysgolion Sir Ddinbych Tabl 3

TAGAU 2005 : MERCHED - ASTUDIAETHAU CREFYDDOL

Denbighshire Schools - Table 3

GCSE 2005 – GIRLS – RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
Dinbych Denbigh	30	42.9	5	16.7	4	13.3	4	143.3	5	16.7	6	20.0	3	10.0	1	3.3	2	6.7	0	0.0	60.0	100
Glan Clwyd	8	13.8	1	12.5	1	12.5	1	12.5	0	0.0	0	0.0	1	12.5	1	12.5	3	37.5	0	0.0	37.5	100
Prestatyn	110	74.3	16	14.5	24	21.8	14	12.7	25	22.7	11	10.0	6	5.5	5	4.5	6	5.5	3	2.7	71.8	97.3
Dinas Brân	8	8.1	0	0	1	12.5	1	12.5	1	12.5	1	12.5	4	50.0	0	0.0	0	0.0	0	0.0	37.5	100
Brynhyfryd	11	12.5	2	18.2	1	9.1	0	0.0	2	18.2	1	9.1	3	27.3	0	0.0	1	9.1	1	9.1	45.5	90.9
Y Rhyl / Rhyl	4	3.8	0	0.0	0	0.0	0	0.0	3	75.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0	75.0	100
Ben. Ed Jones/ Bl Ed Jones	22	57.9	0	0.0	1	4.5	2	9.1	5	22.7	6	27.3	5	22.7	2	9.1	1	4.5	0	0.0	36.4	100
Santes Ffraid/ St Brigid's	46	93.9	13	28.3	11	23.9	13	28.3	7	15.2	1	2.2	1	2.2	0	0.0	0	0.0	0	0.0	95.7	100
Cyfanswm AALL / LEA Totals	239		37	15.5	43	18.0	35	14.6	48	20.1	26	10.9	23	9.6	9	3.8	14	5.9	4	1.7	68.2	98.3
Cronnol / Cumulative	239		37	15.5	80	33.5	115	48.1	163	68.2	189	79.1	212	88.7	221	92.5	235	98.3	239	100	68.2	98.3
Holl Cymru/ All Wales	4184		624	14.9	1458	34.8	2424	57.9	3119	74.5	3535	84.5	3807	91.0	3976	95.0	4074	97.4	4184	100	74.5	97.4

Ysgolion Sir Ddinbych Tabl 4

TAGAU 2005 : PAWB- ASTUDIAETHAU CREFYDDOL – CWRS BYR

Denbighsire Schools - Table 4

GCSE 2005 – ALL – RELIGIOUS STUDIES – SHORT COURSE

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A*- C	A*- G
Dinbych Denbigh	51	33.7	7	13.7	4	7.8	9	17.6	16	31.4	9	17.6	0	0.0	5	9.8	1	2.0	0	0.0	70.6	100
Glan Clwyd																						
Prestatyn	10	3.6	0	0.0	1	10.0	1	10.0	0	0.0	0	0.0	0	0.0	1	10.0	4	40.0	3	30.0	20.0	70.0
Dinas Brân	140	71.0	0	0.0	2	1.4	11	7.9	33	23.6	28	20.0	20	14.3	19	13.6	16	11.4	11	7.9	32.9	92.1
Brynhyfryd																						
Y Rhyl / Rhyl	109	49.8	6	5.5	12	11.0	25	22.9	23	21.1	12	11.0	7	6.4	11	10.1	7	6.4	6	5.5	60.6	94.5
Ben. Ed Jones/ Bl Ed Jones	15	17.6	0	0.0	0	0.0	0	0.0	1	6.7	1	6.7	1	6.7	4	26.7	7	46.7	1	6.7	6.7	93.3
Santes Ffraid/ St Brigid's	47	95.9	12	25.5	10	21.3	15	32.0	7	14.9	2	4.3	0	0.0	1	2.1	0	0.0	0	0.0	93.6	100
Cyfanswm AALL / LEA Totals	372		25	6.7	29	7.8	61	16.4	80	21.5	52	14.0	28	7.5	41	11.0	35	9.4	21	5.6	52.4	94.4
Cronnol / Cumulative	372		25	6.7	54	14.5	115	30.9	195	52.4	247	66.4	275	73.9	316	84.9	351	94.4	372	100	52.4	94.4
Holl Cymru/ All Wales	13320		1112	8.3	2653	19.9	4942	37.1	7822	58.7	9492	71.3	10924	82.0	12058	90.5	12798	96.1	13320	100	58.7	96.1

Ysgolion Sir Ddinbych Tabl 5

TAGAU 2005 : BECHGYN- ASTUDIAETHAU CREFYDDOL – CWRS BYR

Denbighsire Schools - Table 5

GCSE 2005 – BOYS – RELIGIOUS STUDIES – SHORT COURSE

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A* - C	A* - G
Dinbych Denbigh	15	18.5	0	0.0	2	13.3	4	26.7	3	20.0	3	20.0	0	0.0	3	20.0	0	0.0	0	0.0	60.0	100
Glan Clwyd																						
Prestatyn	8	6.0	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	3	37.5	3	37.5	12.5	62.5
Dinas Brân	66	67.3	0	0.0	0	0.0	4	6.1	14	21.2	10	15.2	8	12.1	12	18.2	9	13.6	9	13.6	27.3	86.4
Brynhyfryd																						
Y Rhyl / Rhyl	50	44.2	2	4.0	3	6.0	10	20.0	12	24.0	5	10.0	5	10.0	6	12.0	4	8.0	3	6.0	54.0	94.0
Ben. Ed Jones/ Bl Ed Jones	10	21.2	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0	0	0.0	4	40.0	5	50.0	0	0.0	0.0	100
Santes Ffraid/ St Brigid's																						
Cyfanswm AALL / LEA Totals	149		2	1.3	6	4.0	18	12.1	29	19.5	19	12.8	13	8.7	26	17.4	21	14.1	15	10.1	36.9	89.9
Cronnol / Cumulative	149		2	1.3	8	5.4	26	17.4	55	36.9	74	49.7	87	58.4	113	75.8	134	89.9	149	100	36.9	89.9
Holl Cymru/ All Wales	6165		301	4.9	876	14.2	1817	29.5	3150	51.1	4006	65.0	4765	77.3	5391	87.4	5809	94.2	6165	100	51.1	94.2

Ysgolion Sir Ddinbych Tabl 6

TAGAU 2005 : MERCHED- ASTUDIAETHAU CREFYDDOL – CWRS BYR

Denbighsire Schools - Table 6

GCSE 2005 – GIRLS – RELIGIOUS STUDIES – SHORT COURSE

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A*- C	A*- G
Dinbych Denbigh	36	51.4	7	19.4	2	5.6	5	13.9	13	36.1	6	16.7	0	0.0	2	5.6	1	2.8	0	0.0	75.0	100
Glan Clwyd																						
Prestatyn	2	1.4	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	50.0	100
Dinas Brân	74	74.7	0	0.0	2	2.7	7	9.5	19	25.7	18	24.3	12	16.2	7	9.5	7	9.5	2	2.7	37.8	97.3
Brynhyfryd																						
Y Rhyl / Rhyl																						
Ben. Ed Jones/ Bl Ed Jones	5	13.1	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	1	20.0	0	0.0	2	40.0	1	20.0	20.0	80.0
Santes Ffraid/ St Brigid's	47	95.9	12	25.5	10	21.3	15	31.9	7	14.9	2	4.3	0	0.0	1	2.1	0	0.0	2	0.0	93.6	100
Cyfanswm AALL / LEA Totals	164		19	11.6	14	8.5	28	17.1	40	24.4	26	15.9	13	7.9	10	6.1	11	6.7	3	1.8	61.6	98.2
Cronnol / Cumulative	164		19	11.6	33	20.1	61	37.2	101	61.6	127	77.4	140	85.4	150	91.5	161	98.2	164	100	61.6	98.2
Holl Cymru/ All	7155		811	11.3	1777	24.8	3125	43.7	4672	65.3	5486	76.7	6159	86.1	6667	93.2	6989	97.7	7155	100	65.3	97.7

Wales																				
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Ysgolion Sir Ddinbych Tabl 7

TAG UWCH GYFRANNOL 2005 : PAWB- ASTUDIAETHAU CREFYDDOL

Denbighsire Schools - Table 7

GCE ADVANCED LEVEL 2005 – ALL – RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	A	%	B	%	C	%	D	%	E	%	U	%	A*- C	A*- G
Dinbych Denbigh	6	1	16.7	2	2	33.3	2	33.3	1	16.7	0	0.0	0	0.0	83.3	100
Glan Clwyd																
Prestatyn	12	2	16.7	5	5	41.7	4	33.3	1	8.3	0	0.0	0	0.0	92.0	100
Dinas Brân	1	0	0.0	0	0	0.0	0	0.0	1	100	0	0.0	0	0.0	0.0	100
Brynhyfryd	10	1	10.0	0	0	0.0	2	20.0	7	70.0	0	0.0	0	0.0	30.0	100
Y Rhyl / Rhyl																
Ben. Ed Jones/ Bl Ed Jones																
Santes Ffraid/ St Brigid's	6	1	16.7	0	0	0.0	1	16.7	3	50.0	1	16.7	0	0.0	33.3	100
Cyfanswm AALL / LEA Totals	35	5	14.3	7	7	20.0	9	25.7	13	37.1	1	2.9	0	0.0	60.0	100
Cronnol / Cumulative	35	5	14.3	12	12	34.3	21	60.0	34	97.1	35	100	35	100	60.0	100

Holl Cymru/ All Wales	793	120	15.1	308	308	38.8	519	65.4	691	87.1	777	98.0	793	100	65.4	98.0
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Ysgolion Sir Ddinbych Tabl 8

TAG UWCH GYFRANNOL 2005 : BERCHGYN- ASTUDIAETHAU GREFYDDOL

Denbighsire Schools - Table 8

GCE ADVANCED LEVEL 2005 – BOYS – RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	A	%	B	%	C	%	D	%	E	%	%	U	%	A*-C	A*-G
Dinbych Denbigh	2	0	0.0	2	100	0	0.0	0	0.0	0	0.0	0	0.0	100	100	100
Glan Clwyd																
Prestatyn	2	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	100	100	100
Dinas Brân																
Brynhyfryd	2	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	50.0	100	100
Y Rhyl / Rhyl																
Ben. Ed Jones/ Bl Ed Jones																
Santes Ffraid/ St Brigid's																
Cyfanswm AALL / LEA Totals	6	1	16.7	2	33.3	2	33.3	1	16.7	0	0.0	0	0.0	83.0	100	100
Cronnol / Cumulative	6	1	16.7	3	50.0	5	83.0	6	100	6	100	6	100	83.0	100	100
	176	27	15.3	67	38.1	109	61.9	145	82.4	171	97.2	176	100	61.9	97.2	97.2

Holl Cymru/ All Wales																
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Ysgolion Sir Ddinbych Tabl 9

TAG UWCH GYFRANNOL 2005 : MERCHED- ASTUDIAETHAU GREFYDDOL

Denbighshire Schools - Table 9

GCE ADVANCED LEVEL 2005 – GIRLS – RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	A	%	B	%	C	%	D	%	E	%	%	U	%	A*-C	A*-G
Dinbych Denbigh	4	1	25.0	0	0.0	2	50.0	1	25.0	0	0.0	0	0	0.0	75.0	100
Glan Clwyd																
Prestatyn	10	1	10.0	5	50.0	3	30.0	1	10.0	0	0.0	0	0	0.0	90.0	100
Dinas Brân	1	0	0.0	0	0.0	0	0.0	1	100	0	0.0	0	0	0.0	0.0	100
Brynhyfryd	8	1	12.5	0	0.0	1	12.5	6	75.0	0	0.0	0	0	0.0	25.0	100
Y Rhyl / Rhyl																
Ben. Ed Jones/ B1 Ed Jones																
Santes Ffraid/ St Brigid's	6	1	16.7	0	0.0	1	16.7	3	50.0	1	16.7	16.7	0	0.0	33.3	100
Cyfanswm AALL / LEA Totals	29	4	13.8	5	17.2	7	24.1	12	41.4	1	3.4	3.4	0	0.0	55.2	100
Cronnol / Cumulative	29	4	13.8	9	31.0	16	55.2	28	96.6	29	100	100	29	100	55.2	100
Holl Cymru/ All Wales	617	93	15.1	241	39.1	410	66.5	546	88.5	606	98.2	98.2	617	100	66.5	98.2

Ysgolion Sir Ddinbych Tabl 10

TCA 2005 :PAWB- ASTUDIAETHAU GREFYDDOL

Denbighshire Schools - Table 10

COEA 2005 – ALL– RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm/ Totals	% Cydran /Cohort	3	%	2	%	1	%	U	%	% Graddau Pasio/ Pass Grades 3 - 1	% Graddau Gyd / % All Grades
Dinbych Denbigh												
Glan Clwyd												
Prestatyn												
Dinas Brân												
Brynhyfryd												
Y Rhyl / Rhyl	43	19.6	2	4.7	9	20.9	27	62.8	5	11.6	88.4	100
Ben. Ed Jones/ B1 Ed Jones	25	29.4	9	36.0	9	36.0	3	12.0	4	16.0	84.0	100
Santes Ffraid/ St Brigid's												
Cyfanswm AALL / LEA Totals	68		11	16.2	18	26.5	30	44.1	9	13.2	86.8	100
	68		11	16.2	29	42.7	59	86.8	68	100	86.8	100

Cronnol / Cumulative												
Holl Cymru/ All Wales	465		146	31.4	287	61.7	430	92.5	465	100	92.5	100

**Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)**

Date of Meeting:

18th October 2006

Agenda Item:

5

Report:

Analysis of Estyn Inspection Reports

Background to the Report:

As part of its monitoring role, SACRE reviews the Spiritual, Moral, Social, and Cultural Development (SMSC) and Religious Education elements of Estyn Inspection Reports on schools in the LEA.

Purpose of the Report:

To analyse the comments made in the recent Inspection Reports on schools in the LEA, and to note the positive and negative aspects in the SMSC provision, and RE where it was part of the Inspection.

Recommendations:

- To SACRE:
- to receive the analysis of the Inspection Reports;
 - to agree that letters be sent to the schools Inspected, congratulating them on the good features and offering the services of the Inspector/Adviser RE or other officers of the LEA in meeting shortcomings or key issues;
 - to request the LEA to distribute the above letters;
- To the LEA:
- to offer the services of the Inspector/Adviser RE or other officers of the LEA to assist schools in meeting the shortcomings or key issues;
 - to distribute the letters from SACRE to the schools.

CONTEXT COMMENTS: INSPECTION REPORTS
DENBIGHSHIRE SACRE
18 October 2006

School	Dates	Rg. Inspector	SMSC Ins./ Key Question 3	RE Ins.
Ysgol Dyffryn Iâl	3 – 4 April 2006	Rev T Roberts	Section 50	
<p><i>Dyffryn Iâl is a school with buildings on two separate sites which are 6 miles apart. It is managed on a day to day basis by a Head Teacher of another Church school in the same district. The school has a Christian ethos and it promotes the values that are associated with that ethos. Links with the Church are kept through the frequent visits of the school's Chaplain, who is Vicar in one of the local parishes.</i></p>				
Ysgol Dinas Bran	15 May 2006	Mr Brian W Medhurst	Dr Michael Snow, Mr Glyn Davies, Mrs Lynn Bithell, Mr Heddwyn Evans, Mrs Mary Crandon	Not Inspected
<p><i>Ysgol Dinas Brân is an 11-18 mixed comprehensive school within the Denbighshire Unitary Authority (UA) situated in Llangollen. It serves the town and surrounding areas of the towns of Corwen, Chirk and Wrexham, as well as extensive rural areas. Around sixty percent of the pupils come from regions within Wrexham UA. There are 1149 pupils on roll, including 152 in the sixth form. The school's buildings are designed to cater for 946 pupils. Three quarters of the pupils need to use buses to make their way to and from school each day, some of them undertaking long journeys. Just over 10% of pupils are entitled to free school meals. Many of the urban areas that the school serves fall within those that are considered as the most economically deprived in Wales. The school's intake represents the full range of ability, but there are more pupils having below average ability than above. 24 pupils have statements of special educational needs and a further 126 are formally recognised as having a range of special educational needs. 53 pupils are disapplied from aspects of the NC. 9% of pupils speak Welsh as a 1st Language or to an equivalent standard. The school was inspected previously in May 2000. Since the previous inspection the school has been designated as a bilingual school.</i></p>				
Ysgol Y Faenol	16 May 2006	Mr Wil Williams	Ms Lisa Jane Davies	Not Inspected
<p><i>Ysgol Y Faenol is a small primary school providing education for the pupils of the village of Bodelwyddan and its surrounding area. Most pupils reside within the village but a significant number travel to the school from outside the catchment area. Currently there are 113 full time pupils and 21 part time nursery pupils in the school. The vast majority of pupils come from homes where English is the language of communication. Recently there has been an increase in the number of overseas pupils admitted to the school and currently, a little over 10% of pupils are learning English as an additional language. Welsh 2nd language programmes of study are taught. The school catchment area consists of both socially advantaged and disadvantaged areas. Approximately 14% of pupils are registered as being entitled to receive free school meals, which is slightly lower than the county and national averages. The intake of pupils is representative of the full range of ability. Approximately 19% of pupils have additional learning needs and 2 pupils have a statement of Special Educational Needs.</i></p>				

Analysis of Inspection Reports
Denbighshire SACRE
18 October 2006

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Key Issues:

3 Schools

- *Ensure that the school maintains the good standard of Collective Worship and by means of appropriate training, further its spiritual aspect and those characteristics that reflect worship in the Church in Wales. (Ysgol Dyffryn Iâl Section 50)*
- *Improve the Welsh ethos of the school, by increasing the incidental use of the language around the school and in lessons. (Ysgol Dinas Brân)*
- *Increase pupils' awareness and understanding of sustainable development and provide more experiences for work-related education. (Ysgol Y Faenol)*

POSITIVE COMMENTS

Curriculum Cymreig / The Welsh Dimension

3 Schools

- *An emphasis is placed by the school to raise the pupils' awareness of non-Welsh heritage and to foster those good things that belong to that culture. On the first day of the Inspection, a number of pupils were starting off on their journey to the Urdd Centre at Bala. (Ysgol Dyffryn Iâl Section 50)*
- *Y Cwricwlwm Cymreig is embedded into the schemes of work of all subjects. It features prominently in history and design and technology through additional project work. In history, Y8 pupils have produced a well-illustrated brochure on Llangollen Town History Trail. Y9 pupils won the Welsh Heritage Schools Initiative Trust award in 2004 and 2005. (Ysgol Dinas Brân)*
- *The school has a very strong Welsh identity. The Cwricwlwm Cymreig and the heritage of Wales are promoted successfully through subjects such as history, geography and music and through purposeful educational visits within the local community. (Ysgol Y Faenol)*

Links with / Involvement in the Local Community

3 Schools

- The links that it has with the Church are mainly forged through the frequent visits of the School's Chaplain, who is a Vicar in the parish where one of the buildings belonging to the school is situated. The incumbent who lives very near to the school building on the Llandegla site has no formal link with the school; however, his wife is the Chair of the School's Governing Body. The Diocese also has links with school through its Education Officer. The Chaplain takes an active interest in the life of the school and offers excellent support to the teaching staff and the pupils. The pupils themselves take an active role in the life of the parish churches and two KS2 pupils from the school on the Bryneglwys site were baptised in 2005. Some services, such as Harvest Thanksgiving and Christmas are held in the parish churches. *(Ysgol Dyffryn Iâl Section 50)*
- The school has forged beneficial partnerships between itself and others within the local community. It has links with the local Agricultural College, the Forestry Commission and a local Wood Craftsman. *(Ysgol Dyffryn Iâl Section 50)*
- The links with the community are outstanding. *(Ysgol Dinas Brân)*
- (Outstanding feature) Extensive involvement of school staff in local communities considering local government, industry and employment, law and order, youth issues and church matters. *(Ysgol Dinas Brân)*
- (Outstanding feature) The range of activities within the local and wider Dee Valley communities undertaken by pupils on the Eco-Council and the School Council. *(Ysgol Dinas Brân)*
- (Good feature) The breadth and quality of links with several initial teacher institutes. *(Ysgol Dinas Brân)*
- A small number of opportunities have been provided for pupils to take part in visits to local commerce and business in order to learn about the working world. *(Ysgol Y Faenol)*

Opportunities for Responsibility and Initiative

2 Schools

- The good features in pupils' and students' spiritual, moral and social development include taking responsibilities and working together. *(Ysgol Dinas Brân)*
- Ample opportunities are provided for pupils to undertake responsibilities during the daily life of the school. *(Ysgol Y Faenol)*

Observance/Promotion of Values/Good Manners/Respect

2 Schools

- Most of the pupils are well behaved, polite and courteous. *(Ysgol Dyffryn Iâl Section 50)*
- The good features in pupils' and students' spiritual, moral and social development include being caring and helpful. *(Ysgol Dinas Brân)*

Charities and Good Causes

2 Schools

- The pupils and their parents are commended for the generous contributions that they make towards the work of charitable organisations, locally, nationally and overseas. In the current school year nominal sums of money was collected for the work of the following charities: *'Harvest Help'* *'Water Aid'* and the *'Asian Tsunami Appeal'* (*Ysgol Dyffryn Iâl Section 50*)
- The good features in pupils' and students' spiritual, moral and social development include showing concern for others, by raising money for local and national charities and good causes. (*Ysgol Dinas Brân*)

Aims / General Ethos

2 Schools

- The school has a Christian ethos and it promotes the values that are associated with that ethos. (*Ysgol Dyffryn Iâl Section 50*)
- The good features in pupils' and students' spiritual, moral and social development include being friendly, polite and ready to help each other and visitors to the school. (*Ysgol Dinas Brân*)

Extra-curricular Activities / Opportunities

2 Schools

- The school also promotes 'Kids' Clubs Wales' scheme which means that pupils may participate in a number of extra-curricular activities. (*Ysgol Dyffryn Iâl Section 50*)
- The school has a 'Parents and Friends of the School Association' which offers help with some extra-curricular activities. (*Ysgol Dyffryn Iâl Section 50*)
Many pupils' learning and social experiences are enriched by the varied extra-curricular activities offered by the school. The programmes for sporting activities and the Duke of Edinburgh scheme are particular strengths, with many pupils gaining success. Many learners also gain a wide range of opportunities through the school's close link with the International Eisteddfod. Visits to theatres, field studies, involvement in musical activities and trips abroad help enrich pupils' learning experiences and their personal and social development. (*Ysgol Dinas Brân*)

Pupil Progress / Gaining in Confidence / Skills

2 Schools

- There are some good features in the development of pupils' basic and key skills:
 - the school has been successful in gaining the Basic Skills Quality award
 - a key skills policy has been approved by the governing body
 - all departments have literacy and numeracy policies
 - support materials to develop literacy and numeracy are included in pupil planners; and
 - key skills will be accredited for a small number of students in the sixth form this year. (*Ysgol Dinas Brân*)

- There is appropriate cross-curricular provision to ensure that pupils develop key communication and mathematical skills. (*Ysgol Y Faenol*)
- Provision for developing basic skills is good. A basic skills priority action plan is currently being implemented within the school; this gives specific attention to improving pupils' spelling and reading skills. (*Ysgol Y Faenol*)
- Opportunities throughout the school for pupils to develop their problem solving skills are good. (*Ysgol Y Faenol*)

Programme for / Impact of PSE provision

2 Schools

- The programmes for personal, health and social education, work related education and careers education and guidance meet Welsh Assembly Government guidelines and are well planned in the teaching programme. (*Ysgol Dinas Brân*)
- Personal and social education is well provided for through a range of curriculum activities and through structured periods of circle time. This aspect contributes effectively to improving pupils' motivation for learning and their achievements. (*Ysgol Y Faenol*)

Awareness / Promotion of Sustainable Development

2 Schools

- There are many excellent features in promoting the awareness of sustainable development including an activities week linked to the International Eisteddfod, which is totally devoted to sustainable development and global citizenship. (*Ysgol Dinas Brân*)
- The school's provision for sustainable development and global citizenship is in the very early stages of development. The school identified this as an area to be addressed within its self-evaluation report and it is a priority within the current school development plan. (*Ysgol Y Faenol*)

Equal Opportunities

2 Schools

- The school has comprehensive policies on Health and Safety, Equal Opportunities, Child Protection and Anti-bullying in operation, which are in line with the guidelines issued by the Local Education Authority. (*Ysgol Dyffryn Iâl Section 50*)
- The school has good arrangements to help tackle social disadvantage. All adults ensure that pupils have equal opportunity to access the curriculum offered and take part in all areas of school life whatever their ability or background. (*Ysgol Y Faenol*)

Provision for SMSC Development

1 School

- Pupils' spiritual, moral, social and cultural development is good with no important shortcomings. (*Ysgol Dinas Brân*)
- The good features in pupils' and students' spiritual, moral and social development include the following characteristics:
 - being caring and helpful
 - taking responsibilities and working together

- respect for each other, the staff and the environment
- showing concern for others by raising money for local and national charities and good causes
- having a clear sense of right and wrong
- being friendly, polite and ready to help each other and visitors to the school and
- having opportunities to worship daily as a whole year or in tutor groups. (*Ysgol Dinas Brân*)

Knowledge/Understanding/Awareness of Other Cultures or Traditions

1 School

- There are outstanding features in pupils' and students' multicultural awareness, respect for diversity and other people's way of life. These are promoted strongly through cultural links with the community, many links in the curriculum and a wealth of opportunities from the school's involvement in the Llangollen International Eisteddfod. (*Ysgol Dinas Brân*)

Quality of Acts of Collective Worship

1 School

- The standard and quality of the worship is generally good. (*Ysgol Dyffryn Iâl Section 50*)
- By means of purposeful readings and songs, an appropriate spiritual atmosphere was created in the worship led by the Chaplin. (*Ysgol Dyffryn Iâl Section 50*)
- Some of the pupils had prepared special pictures to depict the events surrounding Easter in the form of a tapestry, which would then be used in the local church. Appropriate prayers were offered during the acts of worship which included the Lord's Prayer and the Grace. The general response and the practical participation of the pupils were very praiseworthy. (*Ysgol Dyffryn Iâl Section 50*)

Quality of Relationships

1 School

- The good features in pupils' and students' spiritual, moral and social development include respect for each other, the staff and the environment. (*Ysgol Dinas Brân*)

Knowledge and Understanding of Right and Wrong

1 School

- The good features in pupils' and students' spiritual, moral and social development include having a clear sense of right and wrong. (*Ysgol Dinas Brân*)

Contributions of Collective Worship to SMSC Development

1 School

- In discussions with some of the pupils it became evident that they were aware of the value of worship, but they were not very enthusiastic about it. (*Ysgol Dyffryn Iâl Section 50*)
- The work of the pupils in Religious Education lessons and the experiences gained in acts of worship greatly contribute to their spiritual and moral development. (*Ysgol Dyffryn Iâl Section 50*)
- It is mainly through the collective worship that pupils become aware of the needs that certain people have in the world, and the best way they can offer support to them. (*Ysgol Dyffryn Iâl Section 50*)

Compliance with Statutory Requirements for Collective Worship

1 School

- The good features in pupils' and students' spiritual, moral and social development include having opportunities to worship daily as a whole year or in tutor groups. (*Ysgol Dinas Brân*)

Character of Acts of Worship

1 School

- The school follows a pattern of worship based on themes which are in accord with the local SACRE's worship plan, but with emphasis as well on the Church's Calendar and the main Christian Festivals. Appropriate resources are provided for worship using finance from the Vaughan Jones Trust, associated with the school. The Bible is used as a basis for the school's collective worship. A record of all acts of worship is kept. (*Ysgol Dyffryn Iâl Section 50*)

Spiritual Development

1 School

- The school also has a Spiritual Development policy document and together the two documents form the basis of the schools' mission. (*Ysgol Dyffryn Iâl Section 50*)

Contribution of RE to SMSC Development

1 School

- The work of the pupils in Religious Education lessons and the experience gained in acts of worship greatly contribute to their spiritual and moral development. (*Ysgol Dyffryn Iâl Section 50*)

Policy on Racism / Promotion of Racial Harmony

1 School

- The school's equal opportunities policy is also very successful in practice. This can be seen in the number of girls who play soccer, rugby and cricket and the boys who play hockey. (*Ysgol Dinas Brân*)

Policy on Collective Worship

1 School

- Key skills have not been audited and mapped out to show progression across all key stages. (*Ysgol Dinas Brân*)
- Opportunities to develop key communication and mathematical skills are not identified in planning for all subjects. (*Ysgol Y Faenol*)
- Opportunities for pupils to develop their ICT skills are very limited. (*Ysgol Y Faenol*)

Quality of Acts of Collective Worship

1 School

- The spiritual content of collective worship needs to be improved. (*Ysgol Dyffryn Iâl Section 50*)
- Despite the fact that there was a candle in both buildings for use in collective worship, the opportunity to use it effectively was not taken. (*Ysgol Dyffryn Iâl Section 50*)

Aims / General Ethos

1 School

- It does, not have, however, any visible sign displayed on the school buildings, on either of the two sites, to indicate that it is a Church school. There is neither hardly a mention of the fact in the 'pre-inspection' documentation presented to the Inspector about its Church foundation. (*Ysgol Dyffryn Iâl Section 50*)
- Although the Ethos Statement, which has been adopted by the school, and which can be seen in its Instrument of Government, it has not been included in the Handbook for Parents nor has it been included in the collective worship policy nor other relative policies. This Ethos Statement should be considered as being the core of all that the school aims to achieve and should be placed in a prominent place in all the school's documentation, especially in the Handbook to Parents. (*Ysgol Dyffryn Iâl Section 50*)

Contribution of Collective Worship to SMSC Development

1 School

- In discussions with some of the pupils it became evident that they were aware of the value of worship, but they were not very enthusiastic about it, (*Ysgol Dyffryn Iâl Section 50*)

Spiritual Development

1 School

- There is a shortcoming in pupils' spiritual development in that there is inconsistency in the quality of experience across tutor groups. (*Ysgol Dinas Brân*)

Policy on Collective Worship

1 School

- No evidence was submitted to show that the record of acts of worship is regularly monitored and evaluated by the worship co-ordinator. (*Ysgol Dyffryn Iâl Section 50*)

Awareness/Promotion of Sustainable Development

1 School

- The school's provision for sustainable development and global citizenship is in the very early stages of development. (*Ysgol Y Faenol*)

**Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)**

Date of Meeting:

18th October 2006

Agenda Item:

6

Report:

**Presentation by Gwaenynog
Infants School, Denbigh**

Background to the Report:

The SACRE instituted a procedure of receiving presentations from a selected school at each meeting, where possible.

Purpose of the Report:

To enable members to gain a snapshot of one aspect of provision of RE at Gwaenynog Infants School.

Recommendations:

To SACRE: - to accept the presentation from Gwaenynog Infants School, Denbigh
- to prepare letters of thanks to the Head Teacher and the Governing Body for the presentation made

To the LEA:

Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)

Date of Meeting:

18th October 2006

Agenda Item:

7

Report:

Hope University RE Dept

Background to the Report:

The SACRE is required to review provision for ITT (in terms of RE) for colleges sending students to schools in the LEA. At a previous meeting it was agreed to make contact with such institutions and initiate dialogue.

Purpose of the Report:

Representatives of SACRE having been to visit the RE Department of Hope University in Liverpool on 2nd October 2006 will report to Members on the visit.

Recommendations:

- To SACRE:
- to receive the observations of representatives attending the college;
 - to request the LEA to invite the RE Department at the college to make a presentation to a future joint SACRE meeting with Flintshire and Conwy SACREs;
 - to request the LEA to seek responses from schools receiving students from the college;
 - to request the LEA to arrange a visit to and from other ITT institutions for future meetings;
 - to request the LEA to consider a 'support network' for NQTs in RE or with RE responsibility
- To the LEA:
- to invite the RE Department to make a presentation to the a joint meeting of SACREs;
 - to request schools receiving students from Hope University for RE placements to offer comments to SACRE;
 - to make arrangements for other ITT institutions to be visited by representatives of SACRE and to make a presentation to a SACRE meeting in the future

Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)

Date of Meeting:

18th October 2006

Agenda Item:

8

Report:

**Letter from the Presbyterian
Church of Wales**

Background to the Report:

The LEA received a letter from the Presbyterian Church of Wales regarding the provision of Collective Worship in schools.

Purpose of the Report:

To acquaint SACRE Members with the concerns of the Presbyterian Church of Wales in the matter of Collective Worship in schools, and to inform them of the LEAs response to the letter.

Recommendations:

To SACRE: - to receive the letter from the Presbyterian Church of Wales concerning Collective Worship in schools;

- to note the LEA's response;

To the LEA:

Re: Collective Worship in Schools

ALL LEAs in Wales

Dear Colleague

Attached please find a copy of a document which was adopted by the General Assembly of the Presbyterian Church of Wales at its annual meeting, last week.

A number of issues were noted and I was asked to draw your attention to the following:

1. That we recognize that it is the Secondary schools who, in the main, fail to comply with the requirements of the Law; about half of them according to the BBC analysis.
2. That we appreciate the statement of the Minister of Education that she expected "all schools to meet their obligations under the law". We therefore request her to give particular attention to the statements in the last three paragraphs of the attached to ensure that they are achieved.
3. That we appreciate the information and documents which were received by ESTYN and would wish to praise the guidelines and the examples of good practice.
4. That we would wish to draw attention to the fact that there are extensive resources available in English to assist with collective worship both through web sites and printed materials. In the Welsh language *Cyhoeddiadau'r Gair* (catalogue available from *Cyhoeddiadau'r Gair*, UWB Bangor, Normal Site, Y Rhos, BANGOR, LL57 2PX) have a wide range of printed worship materials available. Likewise the Welsh National Centre for RE's website (reteachers.bangor.ac.uk) contains collective worship materials for primary and secondary schools in both English and Welsh which are renewed each term.
5. That we appeal to the Standards and Curriculum Department of DELLS to ensure many more appropriate and varied resources for this key area of school life.
6. That we request each LEA in Wales to take the necessary steps to ensure that collective worship for all pupils is taking place daily in their schools and that they organize appropriate INSET courses for their teachers and headteachers.
7. That we ask the WLGA to bear pressure on their members to ensure that the law is being adhered to and also in particular to give attention to the last paragraph of the document.
8. That we ask the WASACRE to appeal all SACREs to take their monitoring role of school worship seriously; to ensure that the colleges in their area have appropriate training courses and that INSET courses are arranged.
9. That we call upon the teachers' Unions to assist in all ways possible so that their members meet with the requirements of the law and that they, as Unions, facilitate the issues identified in the final three paragraphs of the attached document.
10. That we invite the other Christian Denominations in Wales to consider the document in the hope that they will also be able to adopt a similar standpoint and join with us to try to influence a change to improve the situation.

We look forward to your response to the document and to the content of this letter and you are invited to correspond with the Secretary of our Education Department: Mr. Rheinallt A Thomas, Heulfryn, 33 Tŷ Mawr, MENAI BRIDGE, Anglesey, LL59 5LJ

Yours sincerely,

IFAN RHISIART ROBERTS
GENERAL SECRETARY

Collective Worship in Schools

The Presbyterian Church of Wales takes the following position:

- We strongly support the continuation of Collective Worship in schools. There is little public demand to end it and it is believed to be of benefit by many other faith groups, even though its emphasis is mainly Christian
- We would wish to emphasise that all schools are required by Law to conduct a daily act of Collective Worship. Collective Worship is unique to schools whilst Corporate Worship is a characteristic of individual faith communities

Educational benefits

- Collective Worship is of educational value to children, young people and adults within school and college communities. It provides a means of developing an appreciation and concern for others and a forum for exploring shared values. It is important that children and young people are equipped to deal with some of the public forms of worship they are likely to attend - a funeral, wedding or Christian baptism. Collective Worship is a shared experience which has the potential to build community and may be the major, or possibly only, such experience for most children and young people. They also benefit from the opportunity to gain an understanding of worship practices of faiths other than Christianity.
- Collective Worship offers opportunities for co-operation and the fostering of strong relationships between the school and local communities when local faith leaders are invited to become involved in Collective Worship.

Spiritual benefit

- Schools have an obligation to provide for spiritual development in order to equip young people to understand more about themselves and to cope with crisis points in their lives. Collective Worship provides experience of meditation, reflection and prayer as spiritual tools.

Training

- Collective Worship can only make a significant contribution to school life if it is of high quality, respecting the integrity of pupils and staff, and providing opportunities for varied levels of participation.
- Headteachers and others who lead and facilitate Collective Worship need to be properly equipped both with appropriate teaching skills and good quality resources. We note that Initial Teacher Training provides minimal experience in leading Collective Worship and Headteachers are often ill-equipped to promote good practice. Faith leaders are trained in the leadership of worship, but rarely with specific reference to the special needs of school Collective Worship. The Training and Development Agency, National College of School Leadership, in Wales the courses for the National Professional Qualification for Headship (NPQH) and faith communities all have complementary roles in ensuring training is available.

Legislation

- We are concerned at the high level of non-compliance with the Law on Collective Worship in Community schools and the lack of engagement with this issue.
- We are committed to working towards better implementation and support of the Law as we believe it is already sufficiently flexible to achieve its aims. Many problems relating to Collective Worship are more to do with interpretation of the Law and of the existing guidance (**Circular 10/94**) than with the Law itself. A clear statement of the implications of the Law for schools may resolve some of the issues currently leading to dissatisfaction with the legislation.