

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held in the Council Chamber, Russell House, Churton Road, Rhyl on Monday, 2nd February 2009 at 10.00a.m.

PRESENT

Representing Denbighshire County Council

Councillors J.A. Davies, G.C. Evans, G.A. Jones and M.M. Jones

Representing the Denbighshire Teachers' Joint Negotiating Committee

M. Bradshaw and M.B. Lloyd

Representing Religious Denominations

Rev. B.H. Jones (Chair), B.Wyn Evans, H. Ellis, M. Hatch, S. Harris and E. Wright.

Co-opted Members

T.Ap Sion (substitute for the Rev. Prof. L.J. Francis)

ALSO PRESENT

G. Craigen (Inspector/Adviser RE); G.W. Jones (Head of School Improvement) and Administration Officer (W.J. Roberts) together with A. Matthias, Ysgol Emmanuel.

APOLOGIES

Councillors C. Hughes and J. Yorke; R. Hayward, I. Barros-Curtis, L. Linekar, M. Ludenbach and M. Mehmet (Interim Corporate Director: Lifelong Learning)

SILENT REFLECTION

The meeting began with a few minutes silent reflection.

1 URGENT MATTERS

There were no urgent matters for consideration by the Committee.

2 MINUTES

The Minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held on Wednesday, 8th October 2008 (previously circulated) were submitted.

Accuracy –

Page 1 – Apologies – to include the name of Miss H. Ellis.

Page 6 – Item No.7 – Wales Association of SACRES – that the spelling of Mrs. M.B. Lloyd's name be amended in the third paragraph from 'Loydd' to 'Lloyd'.

Matters Arising –

Page 2 – Reporting on Assessment in RE – the Inspector/Adviser RE referred to the decision to introduce a process for the assessment of RE at KS3 adding that it was encouraging that RE was being treated the same as all other curriculum subjects.

Page 4 – Presentation: Denbighshire 14-19 Learning Network – in response to Mrs. M.B. Lloyd's comment that she had not been contacted in respect of her nomination to represent SACRE on the 14-19 Strategy Group, the Inspector/Adviser RE said that he would follow the matter up.

Page 5 – Item No.6 – Analysis of Estyn Inspection Reports on Schools – the Inspector/Adviser RE informed members that RE had not been inspected in three of the five schools inspected. He subsequently advised members of the three types of inspections that could be undertaken.

***RESOLVED** that, subject to the above, the minutes of the SACRE meeting held on 8th October 2008 be received and approved as a correct record.*

3 PRESENTATION – EMMANUEL C.P. SCHOOL

The Chair introduced and welcomed to the meeting Mrs. Alison Matthias, Deputy Head at Emmanuel C.P. School who was in attendance to deliver a presentation on the provision of Religious Education and collective worship at the school.

Mrs. Matthias thanked members of the Committee for her invitation to the meeting. She said that Emmanuel C.P. School was situated in one of the most deprived areas in the whole of Wales and that the school had already been commended for the way in which it nurtured those children attending the school from such deprived families.

With the aid of a PowerPoint presentation, Mrs. Matthias subsequently provided an enthusiastic and entertaining account of the way in which RE and collective worship was being provided at the school.

Mrs. Matthias enlightened members on the Long and Medium Term Plans for the delivery of RE at the school and said that much of the contents of the agreed syllabus fitted into their scheme of working. The ethos of the school was to develop the children's ability to think, to plan, undertake and to reflect on what they had done. She informed members that the introduction of the use of digital voice recording had proved to be very popular amongst the pupils as a means of recording their experiences as opposed to writing about them!

Whole school collective worship was held once a month with key stage and class assemblies taking place twice a week. Mrs. Matthias acquainted members with the Collective Worship Scheme that she had devised, and advised them of the chosen themes for each of the weeks within the school terms.

Finally Mrs. Matthias referred to the document she had prepared, in which she had suggested topics for both Foundation and KS2, in order to assist teachers at the school when delivering worship. She added that the contents of the document were not prescriptive – merely a guide for assistance.

In response to a question, Mrs. Matthias informed the Committee of the number of faiths catered for at Emmanuel C.P. School, the majority of whom took part in the school's Religious Education.

In conclusion, Mrs. Matthias was commended for her Collective Worship Scheme and asked if her good practice could be shared with other primary schools. The Head of School Improvement informed members that he was establishing a process of having cluster meetings with headteachers on a cyclical basis, as a way of promoting service training opportunities. He suggested that the Inspector/Adviser RE contact the Senior School Improvement Officer – Primary with a view to including an item on the agenda for the coming year in order to share the good practice adopted by Emmanuel C.P. School.

The Chair subsequently extended members' thanks to Mrs. Matthias for an excellent, very enjoyable, presentation adding that it was pleasing to note that much of the contents of the agreed syllabus fitted into the school's scheme of working.

RESOLVED that –

- (a) *the presentation by Mrs. Alison Matthias, on behalf of Emmanuel C.P. School, Rhyl, be accepted; and*
- (b) *that a letter of thanks be sent to the Headteacher of the school acknowledging the presentation given by Mrs. Alison Matthias and seeking approval to share the idea that Mrs. Matthias had regarding collective worship*

4 EXAMINATION RESULTS 2008

The Inspector/Adviser RE submitted tables (previously circulated) detailing examination results for schools in GCSE and Advanced Level Religious Studies for 2008 as compared with 2007 for members' review.

The Inspector/Adviser RE proceeded to take members through the results in detail and verbally reported upon comparisons between the 2008 and 2007 examination results. He particularly referred to the following points:-

- GCSE Results All – Religious Studies 2008 – there were 23 fewer candidates than the previous year; overall there had been an improvement on the previous year with 77.1% achieving A* - C which was 5.1% above the national average

- GCSE Results Boys – Religious Studies 2008 – there were 36 fewer candidates than the previous year with 77.1% achieving A* - C, compared with 66.7% in 2007. This figure was 11.4% above the national average
- GCSE Results Girls – Religious Studies 2008 – there were 13 more candidates with 77.0% achieving A* - C which was 1.2% above the national average
- GCSE Results All – Religious Education (Short Course) 2008 – there were 10 fewer candidates with 43.3% achieving A* - C which was an increase of 0.3% on the previous year, however, it was 16.4% below the national average
- GCSE Results Boys – Religious Education (Short Course) 2008 – there were 6 fewer candidates with 29.4% achieving A* - C – a decrease of 1.7% on the previous year. It was also 24% below the national average for 2008
- GCSE Results Girls - Religious Education (Short Course) 2008 – there were 4 fewer candidates with 52.5% achieving A* - C – an increase of 1.4% on the previous year. Again this was 12.9% below the national average
- GCE Advanced Level All – Religious Studies 2008 – there were 5 more candidates with 77.8% achieving A - C – an increase of 8.8% on the previous year and 2.1% above the national average
- GCE Advanced Level Boys – Religious Studies 2008 – there were 3 fewer candidates with 58.3% achieving A – C – a decrease of 1.7% on the previous year and 9% below the national average
- GCE Advanced Level Girls – Religious Studies 2008 – there were 43 candidates with 82.4% achieving A – C – an increase of 10.3% on the previous year and 4.4% above the national average.

The Inspector/Adviser RE advised members that the short course results were the most disappointing. During his visit to Prestatyn High School, he had ascertained that the short course was being used for lower ability children: all the other children had sat the full course. He added that, if that practice was also being adopted in other high schools, that may have been the reason why the results had been so low.

The School Improvement Officer said that the impression he had was that there was a strong RE Department in Prestatyn High School and that he would not have expected such a fall in results in the school.

In response to the School Improvement Officer's question as to whether an analysis of in school factors had been undertaken in order to ascertain whether they had contributed to the poor results at Prestatyn, the Inspector/Adviser RE said that the school did have some staffing issues and that two teachers had not been able to deliver the right quality of teaching for the full course but that the school was now addressing that. In service training had been arranged for both teachers.

The School Improvement Officer said that the local authority also had concerns about Denbigh High School, some of which related to the way that some of the subjects had been timetabled at KS4. He wondered whether enough time was being allocated for non core subjects of the curriculum.

Responding to a question the Inspector/Adviser RE said that implementation of the 14-19 agenda could have had an impact at the school, although it should not have as RE was a statutory subject. There had been some change of curriculum provision and in Denbigh, the school had a cycle of subjects – RE and PSE - and that there was a period of time when the school did not have RE at KS4. The Inspector/Adviser RE added that it was the intention that some of the syllabus would be brought down to Year 9 to compensate.

The Inspector/Adviser RE subsequently provided members with an explanation of the short course. The Head of School Improvement felt that a number of local authority schools were not putting pupils in for those courses where they did not promote statutory RE. Members agreed that a letter be sent from SACRE to all the high schools in the County to encourage them to enter pupils for the short course.

During consideration of the results at Blessed Edward Jones school, members noted that whilst the results had greatly improved in 2007, the RE results had not kept pace. In the circumstances, they agreed that the Diocesan Authority should be asked what steps they were taking to improve results.

Members subsequently discussed the possibilities of schools working together on A level religious studies. The Inspector/Adviser RE said that in view of the many options within the A level scheme, and as most of the schools were undertaking different options to each other, it was difficult for the various schools' pupils to work together as there was no clear commonality between the schools.

The School Improvement Officer reminded members that pupils' performance at AS level gave some indication of how they may perform at A level. Having regard to the AS results at Prestatyn High School last summer, the School Improvement Officer said that he had been concerned that too many pupils had been allowed to go on to the A level part of the course when they had failed at AS. He felt that it would have been better for those students to have been placed onto other courses where they would have succeeded. The School Improvement Officer added that that may have been an issue in some of the other schools also.

Whilst the Inspector/Adviser RE reminded members that a decision had been made some years ago that SACREs would not look at AS results, members asked whether the AS level results could be produced in summary for the Committee in future. The Inspector/Adviser RE agreed to undertake that task.

Members subsequently agreed that they wished to invite those headteachers, where the Religious Studies results were not as pleasing as they had hoped for, to a SACRE meeting in order for members to be made aware of the strategies those schools would be adopting in order to address issues of under performance. They also agreed that three headteachers should be invited to attend a meeting of SACRE, at different times to each other.

In conclusion, the Chair thanked the Inspector/Adviser RE for the work he had undertaken in collating the examination results adding that it was encouraging to see that there had been some improvement.

RESOLVED that –

- (a) *the report be accepted; and*
- (b) *where the Religious Studies results in some of the local authority schools were not as pleasing as hoped for, that steps be taken to invite three of the relevant headteachers at a time to a SACRE meeting in order for members to be made aware of the strategies those schools would be adopting in order to address issues of under performance. It was also agreed that the three headteachers should be invited to attend at different times of the same meeting;*
- (c) *that a letter be sent from SACRE to all the high schools in the County to encourage them to enter pupils for the Religious Education short course;*
- (ch) *that the Diocesan Authority should be asked what steps they were taking to improve RE results;*
- (d) *that the Inspector/Adviser RE produce a summary of RE AS level results for the Committee's consideration in future.*

5 ANALYSIS OF ESTYN INSPECTION REPORTS

The Inspector/Adviser RE submitted a report (previously circulated) analyzing the results of the recent inspections of two schools on 29th September 2008 and 13th October 2008 in the provision of Spiritual, Moral, Social and Cultural Development (SMSC) and Religious Education, where it was part of the inspection. He explained that inspections had also been carried out at other schools, however only the reports in respect of Ysgol Gynradd, Pentrecelyn and Heulfre Junior School, Denbigh had been ready for print. A brief history of each school had been incorporated into 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. He confirmed that Religious Education had not been inspected by Estyn at either of the two schools under the current inspection arrangements. He added that it was pleasing to note that there had been 40 positive comments for SMSC between the two schools with only 4 negative comments and that they had related to issues which the schools had already been aware of and were working to address.

RESOLVED that –

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

- (b) *the Inspector/Adviser RE write to the schools inspected congratulating them on the good features identified and offering the services of the Inspector/Adviser RE or other officers of the LEA in terms of addressing any shortcomings or key issues; and*
- (c) *the Local Education Authority be requested to distribute the above letters.*

6 ST. MARY'S CENTRE AT ST. DEINIOL'S LIBRARY

The Inspector/Adviser RE submitted a letter from the Director of the St. Mary's Centre, St. Deiniol's Library, Hawarden (previously circulated) that advised members of the changes in the Welsh National Centre for RE in Bangor, the development of a new Centre at St. Deiniol's Library in Hawarden and the impact that may have on the work of SACRE.

The Inspector/Adviser RE reminded members that the Welsh National Centre had been established in Bangor in 1979 as part of the Education Department at the University of Wales. When Denbighshire SACRE had been set up, their membership had included a co-opted member from the Welsh National Centre for RE: that currently being the Reverend Professor L.J. Francis.

The Inspector/Adviser RE subsequently sought members' approval to transferring SACRE's membership from the Welsh National Centre to the St. Mary's Centre at Hawarden. He advised that both the Reverend Professor L.J. Francis and Tania Ap Sion, Director, were currently members of the St. Mary's Centre. The Inspector/Adviser referred to the need for members to consider the future value of RE News at their next meeting.

Tania Ap Sion, Director of the St. Mary's Centre, subsequently outlined the developments currently taking place at the St. Mary's Centre and advised that further information was also available on the Centre's web site. She added that St. Deiniol's Library, in their Centenary Year this year, was working on raising funding to establish a dedicated resources room.

Members subsequently considered whether the Director of the St. Mary's Centre should become a member of Denbighshire SACRE.

RESOLVED that –

- (a) *the verbal explanation from the Inspector/Adviser RE regarding the changes in the Welsh National Centre and the development of the new Centre at St. Deiniol's be accepted;*
- (b) *the letter from the St. Mary's Centre at St. Deiniol's, dated 12th January 2009, be accepted;*
- (c) *the membership on SACRE from Professor L.J. Francis (formerly of the WNCRE) to Tania ap Sion of the St. Mary's Centre be agreed;*

- (ch) *a copy of the letter from the St. Mary's Centre at St. Deiniol's be sent out to all of the local authority's schools; and*
- (d) *that evaluation of members' views on RE News be discussed at the next Denbighshire SACRE meeting.*

7 WALES ASSOCIATION OF SACRES

7(a) Minutes of WASACRE – 7th November 2008

The Inspector/Adviser RE submitted the draft minutes of the meeting of the Wales Association of SACRES (WASACRE) held at County Hall, Cwmbran on 7th November 2008 (previously circulated) and advised members that Tania Ap Sion, Director of the St. Mary's Centre was now secretary to WASACRE. He reminded members that every year two vacancies occurred on the Executive and that each SACRE was invited to nominate a member to fill one of those vacancies – the name of whom needed to be submitted by the 1st March 2009. The Committee was reminded that members vacating their seats on the Executive could be re-elected if their Councils wished to put them forward. The Inspector/Adviser RE was currently a member of WASACRE as an ex Chair and had a further year to serve.

Mrs. M.B. Lloyd subsequently proposed, seconded by Councillor G.C. Evans, that the Chair, Reverend B.H. Jones, should be nominated. All members agreed.

The Inspector/Adviser RE also reminded members that the summer meeting of WASACRE was to be held in Denbighshire this year, on the 24th June, at the Wild Pheasant Hotel, Llangollen. He added that the hosting SACRE was invited to attend en bloc and encouraged members to make every effort to attend.

The Inspector/Adviser RE subsequently informed members that the chair, Mrs. M.B. Lloyd and he had attended the WASACRE meeting on the 7th November 2008. He outlined the presentation given by Laura Burrige from Michaelston Community College, Cardiff entitled 'Building Learning Power in RE: improving collaboration and group work skills' together with the presentation given by Denize Morris, Subject Officer for RE at DCELLS entitled 'Exemplification of the RE Framework'. The second presentation had updated members on the progress of the exemplification material for the RE framework – a framework that had been adopted by most authorities. The Inspector/Adviser also referred to the summary and evaluation of the successful national conference that had been held on post 16 RE. He added that it had been a very worthwhile event.

RESOLVED that –

- (a) *the minutes of WASACRE held on 7th November 2008 be accepted; and*
- (b) *the name of Reverend B.H. Jones, should be submitted as Denbighshire SACRE's nomination for one of the vacancies on the WASACRE Executive.*

7(b) Report on meeting between WASACRE and the Minister, Jane Hutt, on 25th November 2008

The Inspector/Adviser RE submitted a report (previously circulated) that provided members with a summary of the Minister's responses to a number of questions put to her by WASACRE. He added that the Education Minister had alluded to discussion with the Minister for Equality and Social Justice that had originally been due to take place on the 9th February but had been postponed to the 10th March. The purpose of that meeting was to try to get RE's involvement and contribution to community cohesion, equality and social justice firmly on the map and funded.

RESOLVED that the report of the meeting between WASACRE and the Minister for Education held on 25th November 2008 be accepted.

In conclusion, the Inspector/Adviser RE reminded members that their next meeting would be held on 8th June 2009 in Prestatyn. He also reminded them that the WASACRE summer meeting would be held in Denbighshire on the 24th June, 2009. In response to the Inspector/Adviser RE's request, members –

RESOLVED – that Councillor J.A. Davies be nominated as Denbighshire SACRE's official representative to attend the WASACRE meeting on 24th June 2009.

The meeting concluded at 12.10p.m.

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

Date of Meeting:

8th June 2009

Agenda Item:

3

Report Details

Background to the Report:

SACRE has a statutory duty to monitor the provision of RE and collective worship in the schools, and has a long standing practice of receiving and analysis of Estyn Inspection reports at each meeting.

Purpose of the Report:

To inform members of the outcomes of recent Estyn Inspection Reports on schools.

Recommendations:

- To receive the report
- A letter be sent to each of the schools informing them that their Inspection Report has been considered, congratulating them for good features identified, and reminding them of the services of the Inspector/Adviser RE and School Improvement Officers in relation to any areas for development or key issues needing addressing.
- To request the LEA to distribute the letters to the schools involved

CONTEXT COMMENTS: INSPECTION REPORTS
DENBIGHSHIRE SACRE

8 June 2009

5 Schools

School	Dates	Rg. Inspector	SMSC Ins./ Key Question 3	RE Ins.
Borthyn VC School	19/02/2009	Stephen Dennett	Meiriol Meredith-Jones	Meiriol Meredith Jones
<p><i>Borthyn VC Primary School is located in the town of Ruthin. Most pupils come from the local area which is relatively prosperous. 12% of pupils are eligible for free school meals, which is below the national average. There has been a recent increase in the number of pupils from ethnic minorities who do not speak English when they come to the school. 29% have been identified as having additional learning needs (ALN) and one pupil has statements of special educational needs. 8% of pupils speak English as an additional language (EAL) and 22% are from ethnic minorities. No pupils speak Welsh as a first language. At the time of the inspection there were 109 pupils on the school's roll including 8 part time nursery children. The school has achieved the Basic Skills Quality Mark three times.</i></p>				
Ysgol Bro Famau	12/05/2008	Andrew Clark	Nick Williams	Rhiannon Harris
<p><i>Ysgol Bro Famau is situated in an area of outstanding natural beauty in the Moel Fammau mountain area. There are two school sites approximately 3.5 miles apart. There are 94 pupils on roll which includes 8 part time nursery children on each site. 1% of pupils is eligible for a free school meal. English is the first language of the vast majority of pupils. Approximately 15% of pupils are identified by the school with additional learning needs (ALN), including 1% with a statement of special educational needs (SEN). Pupils work on both sites to take full advantage of the facilities such as information and communication technology (ICT) and hall facilities. This also allows pupils to work with peers of the same age. They are transported by mini-bus. Significant building work over the last two years has renovated and upgraded both sites including new library and ICT areas and improvements to the outdoor facilities. The school was awarded the Basic Skills Quality Mark for the second time in 2007. The school provides a breakfast club, an after-school club, Mother and Toddler groups and educational opportunities for parents including Welsh as a second language.</i></p>				
Ysgol Brynhyfryd	03/11/2008	William G Thomas	David Hughes	Not inspected
<p><i>Ysgol Brynhyfryd is an 11-18 mixed, naturally bilingual school. It is a community school which is substantially used by different organisations. There are currently 1224 pupils on roll with 203 in the sixth form, compared with 1230 at the time of the last inspection when there 240 students in the sixth form. Two or three forms in each year-group study their courses through the medium of Welsh. There is one group for extended Welsh learners and others for those who are Welsh second language learners. The school serves a wide geographical area with 50% of its pupils coming from the town of Ruthin and the remainder from the surrounding rural area. 5.7% of pupils are in receipt of free school meals, well below the national average. There are 21 pupils with a statement of special educational needs (SEN) and a further 133 have been identified as needing some support. 11 pupils are disapplied from the National Curriculum (NC). About 74% of pupils come from homes where the predominant language spoken is English, and 25% come from Welsh-speaking homes. 33% of pupils speak Welsh as a first language or to an equivalent standard within the school. 4 pupil receive support teaching in English as an additional language. The composition of the senior leadership team (SLT) includes the headteacher, two deputy headteachers and three assistant headteachers.</i></p>				

Rhyl High School	17/11/2008	Peter Harris	Delyth Williams	Heddwyn Evans
<p><i>Rhyl High School is an 11-18 mixed comprehensive school situated in the seaside resort of Rhyl. There are 1024 pupils on roll, of whom 77 are in the 6th form. When the school was last inspected, there were 1186 pupils on roll, 103 of whom were in 6th form. The school occupies a large site which included a leisure centre. The school serves an area which is relatively disadvantaged economically. The town attracts a number of transient families. 17% of pupils are entitled to free school meals. According to the National Assembly indicators of multiple deprivation, one of the school's catchment areas is one of the most deprived wards in Wales. Though in contrast, there are zones where there is relative affluence and little unemployment. A very small minority of pupils come from ethnic backgrounds. The vast majority of pupils comes from homes where English is the first language.</i></p>				
Ysgol Mair	26/01/2009	Jim Hewitt	Christopher Dolby & Justine Barlow	Not inspected
<p><i>Ysgol Mair is a Catholic Voluntary Aided primary school. The majority of pupils are of the Catholic faith, although 17% are from other Christian denominations and 15% are from non-Christian homes. A significant percentage of pupils (17%) live in the south-west of Rhyl which has been described as one of the most deprived areas in Wales and is a Communities First area. There are 328 pupils on roll. There are 12 mixed ability classes for pupils in each year group from reception to Y6; two of these are mixed age classes. There is also a nursery providing part time sessions for 38 children. The school identifies 77 pupils (24%) as having additional learning needs (ALN) which is well above national averages; of these 8 pupils have a statement of special educational needs (SEN). 25% of pupils are entitled to free school meals which is well above the LA and national averages. 5 pupils have been excluded over the past 12 months. English is the home language of many of the pupils (83%). 20% have English as an additional language (EAL) and either come from families of mixed ethnic origin or from a non-British background. No pupils speak Welsh as their first language. In 2008 the school gained the Basic Skills Quality Mark 2, the Eco Schools Award, the Healthy Schools Award phase 1 and the North Wales Champion School Award for Community Links in developing the school nature garden.</i></p>				

**Analysis of Inspection Reports
Denbighshire SACRE
8 June 2009**

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Key Issues:

3 Schools

Improve pupils' key skills where necessary, namely writing, aspects of speaking and bilingualism (Borthyn VC School)*

Develop pupils' skills and awareness of global citizenship including their entrepreneurial skills. (Ysgol Bro Famau)

Ensure that all statutory requirements in relation to religious education and collective acts of worship are met. (Ysgol Brynhyfryd)

POSITIVE COMMENTS

Extra-curricular activities / Opportunities

5 Schools

- The school organises many interesting activities to enhance pupils' experiences. There are a number of clubs, visits and visitors to enrich the development of pupils, including annual trips to France, Pentrellyncymer and Glan Llyn. The school is involved in a number of aspects of the Urdd. *(Borthyn VC School)*
- A good range of extra-curricular activities is provided. Pupils take part in sporting activities and sporting teams compete in local and national competitions such as the Urdd. Pupils take part in plays and performance. Older pupils benefit from residential visits to take part in outdoor pursuits at Pentrellyncymer and Welsh second language adventure activities at the Urdd centre at Glan Llyn near Bala. *(Ysgol Bro Famau)*
- A wide range of extra-curricular activities, including a significant number of additional examination subjects outside school hours, make an outstanding contribution to broadening and enriching pupils' and students' experience. *(Ysgol Brynhyfryd)*
- The school provides a range of enrichment experiences for its pupils based mainly on physical and sports-based pursuits..... *(Rhyl HS)*
- Pupils of all abilities benefit from a wide range of extra-curricular activities. These include a variety of musical, dance, sporting and cultural activities. The clubs are well supported and enjoyed by both boys and girls and pupils gain valuable knowledge and skills from them. The school has achieved considerable success when participating at local and national level in the Urdd Eisteddford. Residential visits to outdoor pursuits centres further develop pupils personal and social skills. *(Ysgol Mair)*
- The school welcomes a variety of artists, sculptors and other visitors who bring specialised expertise to the school. *(Ysgol Mair)*

Pupil progress / gaining in confidence / skills

5 Schools

- The provision the school makes for the development of key skills is good. Pupils are made aware of the key skills and they are making good progress in their assimilation, especially ICT. The staff ensure that the pupils are taught key skills in a relevant manner. For example, pupils in key stage 2 use spreadsheets and a video camera in a Welsh lesson. (*Ysgol Bro Ffau*)
- The school pays good attention to the development of pupils' basic skills. In recognition of this work, the school has recently renewed the Basic Skills Primary Quality Mark. (*Ysgol Bro Ffau*)
- The outstanding planning, co-ordination and monitoring of key skills' provision across KS4 and the 6th form has enabled all students to gain accreditation. Students in the 6th form gain accreditation in the six key skills at either level 2 or level 3. (*Ysgol Brynhyfryd*)
- Good provision for the delivery and accreditation of key skills at KS3 is currently based on specific input from four departments. (*Rhyl HS*)
- During their morning registration period, all pupils at KS3 have good provision for developing basic and key skills in literacy and numeracy. (*Rhyl HS*)
- The school has made good progress in developing the use of key skills of communication and numeracy across the curriculum in all subjects and this has been instrumental in raising standards in those subjects. (*Ysgol Mair*)

Programme for / Impact of PSE provision

5 Schools

- There is a good programme for personal and social education (PSE), which takes appropriate account of the national framework. (*Borthyn VC School*)
- Although there are no detailed plans for personal and social education (PSE), it is woven through the ethos of the school and the curriculum and it helps pupils to come to terms with themselves and their emotions. (*Ysgol Bro Ffau*)
- In KS4 and in the 6th form the school integrates religious education, careers education and guidance of good quality, health education and PSE into the carefully planned programme to meet the requirements of the learning core. (*Ysgol Brynhyfryd*)
- It has identified how each subject contributes to meeting all aspects of the PSE framework. Areas not covered are developed through a well-planned and co-ordinator series of whole-day special events. (*Ysgol Brynhyfryd*)
- Pupils' personal development is supported well through a comprehensive timetabled PSE programme in Y7 and in KS4. In Y8 and Y9 and in the 6th form, personal development is addressed across a number of subject areas. In KS3, contributions from a range of external agencies enhance pupils' knowledge and understanding of issues. (*Rhyl HS*)
- The school has made good progress in its provision for personal and social education. In particular, there are good developments in the vocational, environmental and health elements of the scheme. (*Ysgol Mair*)

Global citizenship / World education / International links

5 Schools

- Sustainable development and global citizenship are in the very early stages of development. (*Borthyn VC School*)
- There is an individual class link to a school in New Zealand and pupils in years five and six have the opportunity to visit France each year. The school has recently enrolled in the Comenius project and are intending to make a plan to develop economic development. (*Borthyn VC School*)
- Pupils' awareness and understanding of sustainable development and global citizenship issues are developing but these are at an early stage and more work is required to bring them to a good level. (*Ysgol Bro Famau*)
- Education for sustainable development and global citizenship is good. The school has identified how each subject contributes in this area and in Y7 has introduced specific work under the skills' agenda. (*Ysgol Brynhyfryd*)
- The subject areas and the PSE programme include a wide range of activities which contribute to pupils' awareness and understanding of sustainable development and aspects of global citizenship. Here are some recycling facilities in the school and the school is developing its eco-awareness. (*Rhyl HS*)
- Global citizenship is developing well. Although there are not current formal links with any other countries, the school makes good use of its own natural resource of pupils from other countries. A recent 'International Week' saw pupils coming to school in their national costumes and the cook providing 'tasters' of some of the food from their homelands. Twelve different languages (excluding Welsh and English) are spoken in school and a large map of the world charts where pupils come from. (*Ysgol Mair*)

Awareness / Promotion of sustainable development

5 Schools

- Sustainable development and global citizenship are in the very early stages of development. (*Borthyn VC School*)
- Pupils' awareness and understanding of sustainable development and global citizenship issues are developing but these are at an early stage and more work is required to bring them to a good level. (*Ysgol Bro Famau*)
- The school makes effective use of its own grounds and the journey between the two sites to promote an understanding of local ecology, there is an eco committee in place and the school is working towards the Eco-Schools bronze award. Some recycling of paper and plastic is done and eco-monitors help to minimise waste. (*Ysgol Bro Famau*)
- Education for sustainable development and global citizenship is good. The school has identified how each subject contributes in this area and in Y7 has introduced specific work under the skills' agenda. (*Ysgol Brynhyfryd*)
- Pupils have a good understanding of issues such as 'fair trade' and they are actively engaged in a number of worthwhile sustainable developments projects. The way in which the school behaves in a sustainable way is continuing to develop. It is making good progress in re-cycling and reducing its energy and resource usage. (*Ysgol Brynhyfryd*)

- The subject areas and the PSE programme include a wide range of activities which contribute to pupils' awareness and understanding of sustainable development and aspects of global citizenship. There are some recycling facilities in the school and the school is developing its eco-awareness. (*Rhyl HS*)
- Sustainable development is promoted well with the school working towards its silver Eco award. The school has a compost heap and there are regular litter picks with paper and cans being appropriately recycled. An outstanding eco/environmental garden was completed last year, with the commitment and partnership of parents and the local community. The whole school makes good use of the area which is a source of great pride. (*Ysgol Mair*)

Curriculum Cymreig / The Welsh Dimension

4 Schools

- The school promotes Y Cwricwlwm Cymreig well in most subjects so that pupils have a strong sense of the country in which they live. (*Borthyn VC School*)
- The school meets all course and legal requirements including the Cwricwlwm Cymreig. (*Ysgol Bro Famau*)
- Provision for Y Cwricwlwm Cymreig through subjects such as art, history and Welsh second language is good with some outstanding features. For example in key stage 2 in history they study the Rebecca riots and in key stage 1 in religious education the story of Melangell. Pupils in key stage 2 in art study the work of Keith Stone. The school promotes a very positive Welsh ethos and this is carefully interwoven into displays, topics and themes. Pupils have a sound knowledge of Welsh heritage and its traditions. (*Ysgol Bro Famau*)
- Pupils' bilingual skills are developing well and in some classes very well. (*Ysgol Bro Famau*)
- The quality of the provision for 'Y Cwricwlwm Cymreig' is good. (*Ysgol Brynhyfryd*)
- Schemes of work in most subjects are well planned to include Y Cwricwlwm Cymreig, ensuring that the language, history and culture of Wales is well promoted. Pupils visit Castell y Waun when studying Welsh history, enjoy performing Welsh songs and dances, and study the art of Kyffin Williams and other Welsh artists. The school receives good support from the LA's Athrawes Fro to enhance the teaching of Welsh across the school. (*Ysgol Mair*)

Grade for Key Question 3 / Provision for SMSC Development 4 Schools

- Grade 2: Good with no important shortcomings (*Borthyn VC School*)
- Pupils make very good progress in their spiritual, moral and social development. (*Borthyn VC School*)
- Grade 2: Good features with no important shortcomings. (*Ysgol Bro Famau*)
- Pupils' spiritual, moral, social and cultural developments are promoted well through a variety of learning experiences. (*Ysgol Bro Famau*)
- Grade 3: Good features outweigh shortcomings. (*Ysgol Brynhyfryd*)
- Grade 2: Good features and no important shortcomings. (*Ysgol Mair*)

- The school provides good learning experiences which successfully promote pupils' spiritual, moral, social and cultural development. (*Ysgol Mair*)

Links with / involvement in the local community

4 Schools

- The school works closely with the church. Pupils make frequent visits to local churches as part of their religious education, art and geography studies. (*Borthyn VC School*)
- Links with parents, the local community and other organisations are good. (*Borthyn VC School*)
- The school's place within the community is a very strong feature. Links with all types of people are strong and volunteers abound for help with trips, driving minibuses and work on the buildings. (*Ysgol Bro Famau*)
- There are good links with the local community through a range of initiatives which foster positive relationships. The school is part of the Rhyl cluster of Community Focus Schools and is benefiting from the contribution of the recently appointed co-ordinator. Links with local colleges are developing well. (*Rhyl HS*)
- The school has developed firm and effective partnerships with parents, the local community, and with other schools, colleges and teacher training organisations. Parents are highly supportive of the school and are generally well informed through the provision of regular newsletters. Parents are made welcome into the school to discuss any concerns they have. (*Ysgol Mair*)

Observance / promotion of values / good manners / respect

3 Schools

- Good behaviour is promoted well. (*Borthyn VC School*)
- The school's aims encourage and promote positive values and attitudes. (*Ysgol Bro Famau*)
- The school makes a strong effort to foster positive values such as honesty, fairness and respect for truth and justice. (*Ysgol Mair*)

Opportunities to reflect

3 Schools

- Numerous opportunities are given for pupils to muse on their own lives in relation to others through prayer and moments of reflection. (*Borthyn VC School*)
- Pupils' spiritual development is nurtured through collective worship and the curriculum where there are good opportunities for reflection and the development of awe and wonder. (*Ysgol Bro Famau*)
- Pupils are given the opportunity to reflect on a 'thought for the day'. (*Ysgol Brynhyfryd*)

Spiritual Development

3 Schools

- Pupils' spiritual development is nurtured through collective worship and the curriculum where there are good opportunities for reflection and the development of awe and wonder. (*Ysgol Bro Famau*)

- On the whole, the provision for the spiritual aspect of the statutory curriculum through religious education and PSE lessons is good. (*Rhyl HS*)
- The quality of school's provision for pupils' spiritual and moral development is an outstanding feature. (*Ysgol Mair*)

Dealing with social deprivation and stereotyping

3 Schools

- Any incidents of stereotyping are promptly challenged. (*Borthyn VC School*)
- Through good pastoral provision and through aspects of PSE programme and the curriculum, the school tackles social disadvantage and stereotyping well. (*Rhyl HS*)
- The Headteacher and staff are highly successful in tackling social disadvantage, in challenging stereotyping and in promoting equal opportunities for all pupils. (*Ysgol Mair*)

Knowledge / Understanding / Awareness of other cultures or traditions

2 Schools

- Staff also encourage an understanding of the other cultures. (*Borthyn VC School*)
- There are many opportunities for pupils to develop an appreciation of their own culture and that of others through frequent visits from members of the community and planned opportunities to experience other faiths and cultures in geography and religious education. The school uses the diverse range of background and culture of the pupils themselves as a valuable teaching resource for broadening their awareness and tolerance of each other. (*Ysgol Mair*)

Knowledge and understanding of right and wrong

2 Schools

- Pupils are clearly taught to tell the difference between right and wrong. (*Borthyn VC School*)
- Pupils are encouraged to know the difference between right and wrong. (*Ysgol Bro Famau*)

Aims / General ethos

2 Schools

- The school's aims encourage and promote positive values and attitudes. (*Ysgol Bro Famau*)
- A strong Catholic ethos underpins the life and work of the school and provides a framework for all pupils to bring meaning and purpose into their lives. (*Ysgol Mair*)

Contribution of collective worship to SMSC development

2 Schools

- Pupils' spiritual development is nurtured through collective worship and the curriculum where there are good opportunities for reflection and the development of awe and wonder. (*Ysgol Bro Famau*)
- Collective worship fully meets statutory requirements and makes a good contribution to pupils' spiritual and moral development. (*Ysgol Mair*)

Social development / Interaction / Interpersonal skills **2 Schools**

- Socially, pupils make very good progress. There is an atmosphere of mutual respect in the school and a sense of pride and community. Pupils are encouraged to be polite and considerate of others. (*Borthyn VC School*)
- Social development is fostered well in all aspects of school life and there is a strong emphasis on pupils showing consideration for each other. (*Ysgol Mair*)

Contribution of RE to SMSC development **2 Schools**

- In KS4 and in the 6th form the school integrates religious education, careers education and guidance of good quality, health education and PSE into the carefully planned programme to meet the requirements of the learning core. (*Ysgol Brynhyfryd*)
- Pupils' development in moral, social and cultural aspects is provided effectively through religious education. (*Rhyl HS*)

Planning for collective worship **2 Schools**

- The headteacher ensures that pupils based on both sites receive similar experiences in collective worship. (*Ysgol Bro Famau*)
- There is a planned programme for assemblies and morning registration periods. (*Rhyl HS*)

Quality of relationships **1 School**

- The quality of relationships is good and this contributes to pupils' good behaviour. (*Ysgol Bro Famau*)

Charities and good causes **1 School**

- Pupils are conscious of the need to help and respect others and contribute willingly of their time and money for charitable causes for example the school council decided to allocate the funds it had raised for 'World Vision' to help train a teacher in Africa. (*Borthyn VC School*)

Moral (and social) development / provision **1 School**

- The school ensures good opportunities for pupils to develop their moral, social and cultural understanding. (*Ysgol Brynhyfryd*)

Opportunities for collaboration / co-operation **1 School**

- Good behaviour is promoted well. (*Borthyn VC School*)

Character of acts of collective worship **1 School**

- Acts of collective worship have a strong Christian element. (*Borthyn VC School*)

Compliance with statutory requirements for collective worship 1 School

- A broad and balanced curriculum which fully meets the statutory requirements of the Welsh Assembly Government including those for religious education and collective worship. (*Ysgol Mair*)
- Collective worship fully meets statutory requirements and makes a good contribution to pupils' spiritual and moral development. (*Ysgol Mair*)

Cultural development 1 School

- Pupils' cultural development is good for example, in music they listen to and enjoy music from different cultures and traditions. (*Ysgol Bro Famau*)

Contributions of other subjects to SMSC development 1 School

- Pupils' development in moral, social and cultural aspects is provided effectively through religious education, PSE and a range of other subject areas. (*Rhyl HS*)

Staff / Adults as role models 1 School

- The headteacher, teaching and support staff provide very good role models for pupils. (*Ysgol Bro Famau*)

Work of the School Council 1 School

- The school council has attended the local council chamber to help understand the role of a councillor. They have also been involved in discussion with governors and the interviewing of new staff. (*Ysgol Bro Famau*)

Statutory requirements for RE 1 School

- A broad and balanced curriculum which fully meets the statutory requirements of the Welsh Assembly Government including those for religious education and collective worship. (*Ysgol Mair*)

Personal Development 1 School

- An outstanding feature of the school is the extent to which the staff works to promote the personal development of its pupils. This begins very strongly in early years and continues until the pupils leave the school. (*Borthyn VC School*)

NEGATIVE COMMENTS

Curriculum Cymreig / The Welsh Dimension

4 Schools

- Although there are examples of staff promoting the bilingual skills of pupils in certain lessons and in hymn singing, this is not consistent throughout the school day. Consequently good opportunities to reinforce the pupils' bilingualism are missed. (*Borthyn VC School*)
- The school fails to develop sufficiently the Welsh language skills of those pupils for whom English is their first language. (*Ysgol Brynhyfryd*)
- The quality of provision for Y Cwricwlwm Cymreig across the subject areas varies. (*Rhyl HS*)
- The school's provision for the promotion of pupils' bilingual skills and their use of Welsh during school routines is limited. There is insufficient planning to ensure pupils progression. This a shortcoming. (*Ysgol Mair*)

Compliance with statutory requirements for collective worship 2 Schools

- The school does not fully meet statutory requirements with regard to a daily act of collective worship in tutorial sessions. (*Ysgol Brynhyfryd*)
- The school does not provide fully a daily act of collective worship for all pupils. Several tutorial sessions observed did not comply with the statutory requirement. This is a significant shortcoming. (*Ysgol Brynhyfryd*)
- The school curriculum complies with current statutory and regulatory requirements with the exception of a daily act of collective worship for all pupils. (*Rhyl HS*)
- The school does not comply with the statutory requirement for a daily act of collective worship. (*Rhyl HS*)

Pupil progress / Gaining in skills in confidence / skills

2 Schools

- There is no structure or coherence for the delivery and accreditation of key skills at KS3 and in the sixth form and there are no formal arrangements for monitoring of progress. (*Rhyl HS*)
- Insufficient provision is made for pupils across the school to make progress in the key skill of information and communication technology. Further, curriculum plans in KS1 and KS2 do not adequately allow pupils to develop independent thinking and problem-solving skills. (*Ysgol Mair*)

Statutory requirements for RE

1 School

- The school does not fully meet statutory requirements with regard to religious education in kS3. (*Ysgol Brynhyfryd*)
- In KS3, pupils who have not been disapplied from the NC, but receive additional support in literacy and numeracy, are withdrawn from statutory religious education, modern foreign languages and music for part of the key stage. This is a significant shortcoming. (*Ysgol Brynhyfryd*)

Grade for Key Question 3 / Provision for SMSC Development 1 School

- Grade 3: Good features outweigh shortcomings. (*Rhyl HS*)

Opportunities to reflect 1 School

- Pupils are given the opportunity to reflect on a 'thought for the day' but there are inconsistencies in the quality of this experience. Pupils are not challenged to reflect deeply and this inhibits their spiritual development. (*Ysgol Brynhyfryd*)

Extra-curricular activities / opportunities 1 School

- Although this provision is effective, the variety of opportunities is limited and lacks co-ordination. (*Rhyl HS*)

Spiritual development 1 School

- Even though morning assemblies and tutor periods contribute towards developing pupils' moral understanding, only some contribute to their spiritual development. (*Ysgol Brynhyfryd*)

Awareness / Promotion of sustainable development 1 School

- Pupils showed only limited awareness of the need to act in a sustainable way. There is no 'eco' committee although the school is seeking to achieve the bronze 'eco' award. (*Borthyn VC School*)

Religious Education

**No lessons were seen at Key Stage 1 and judgements are based on scrutiny of pupils' work, teachers' planning and discussions with pupils. (Borthyn VC School)*

Positive Comments

Standards of achievement

3 Schools

- Key stage 1: Grade 2: Good features with no important shortcomings *(Borthyn VC School)*
- Key stage 2: Grade 2: Good features with no important shortcomings. *(Borthyn VC School)*
- Key stage 1: Grade 2: Good features with no important shortcomings. *(Ysgol Bro Famau)*
- Key stage 2: Grade 2: Good features with no important shortcomings. *(Ysgol Bro Famau)*
- Key stage 3: Grade 2: Good features and no important shortcomings. *(Rhyl HS)*
- Key stage 4: Grade 2: Good features and no important shortcomings. *(Rhyl HS)*
- Sixth-form: Grade 2: Good features and no important shortcomings. *(Rhyl HS)*
- The percentages of pupils that have gained GCSE grades A* to C over the last two years have been higher than the figures for the UA. *(Rhyl HS)*

Knowledge / Understanding of Christianity

3 Schools

- In key stage 1, pupils have a good knowledge and understanding of New Testament stories, the life of Jesus and Christian festivals. *(Borthyn VC School)*
- Key stage 1 pupils have a good grasp of Christian values such as the importance of truth and forgiveness. *(Borthyn VC School)*
- Key stage 1 pupils understand that churches and chapels are places where God is worshipped, and that prayer is a means of speaking to God. They know that Jesus is the son of God, and that the nativity, the ride into Jerusalem, the last supper, the cross and the resurrection are significant events which give meaning to special holidays that celebrate the Christian religion. *(Ysgol Bro Famau)*
- Pupils in key stage 2 learn that life religious ceremonies such as christening, baptism and weddings mark certain points in people's lives. They understand the elements of the wedding service in the Christian tradition. They have a good understanding that helping people is an important element of being a Christian. *(Ysgol Bro Famau)*
KS3 pupils can recognise the main aspects of worship and the main features of the Holy Books of major religions. *(Rhyl HS)*
KS3 pupils can recognise the distinctive features of religious traditions and know and understand the myths associated with different stories in the Holy Books. *(Rhyl HS)*

In KS3, lower ability pupils are confident when they talk about how believers of different faiths worship and the meaning of the artefacts and symbols used. *(Rhyl HS)*

In Y9, KS3 pupils know how believers of the main faiths worship and celebrate their faith and know that people have different beliefs and values based on religious traditions. *(Rhyl HS)*

Knowledge / Understanding / Inclusion of religions other than Christianity 3 Schools

- Older pupils have acquired good understanding of aspects of the Jewish faith. They know the history and significance of Passover, the Torah and Mosaic law. Many appreciate the importance of artefacts to a religious community. *(Borthyn VC School)*
- Pupils in key stage 2 show a good understanding of the significance of Passover in Judaism, and that the feast is celebrated with a special meal of remembrance for the deliverance from slavery in Egypt. They show awareness of many of the issues arising from the event, such as God helping in time of need and perseverance in the face of difficulties. *(Ysgol Bro Famau)*
- Key stage 1 pupils know that Old Testament is the holy book of Judaism (sic!). They understand that eating hamantaschen at Purim celebrates deliverance for the Jewish people from the wicked plans of Haman in the story of Esther, and that Hanukah is a festival of light. They show a good awareness of the celebration of the Chinese New Year, and the significance of animals in the Chinese calendar. *(Ysgol Bro Famau)*
- Key stage 2 pupils have a good understanding of the religions of Islam and Hinduism. They can compare their places of worship, their fasts and festivals and special celebratory foods, and they know that both religions have their holy books and holy places. *(Ysgol Bro Famau)*

KS 3 pupils can recognise the distinctive features of religious traditions and know and understand the myths associated with different stories in the Holy Books. *(Rhyl HS)*

KS3 pupils can recognise the main aspects of worship and the main features of the Holy Books of the major religions. *(Rhyl HS)*

KS3 lower ability pupils are confident when they talk about how believers of different faiths worship and the meaning of the artefacts and symbols used. *(Rhyl HS)*

By Y9, KS3 pupils know how believers of the main faiths worship and celebrate their faith and know that people have different beliefs and values based on religious traditions. *(Rhyl HS)*

Knowledge / Understanding of religious concepts / themes 3 Schools

- Key stage 1 pupils understand the importance of friends and family in their lives and they are cared for in many different ways. *(Borthyn VC School)*
- Key stage 1 pupils happily share with others information on their favourite places and things and what is particularly special to them. *(Borthyn VC School)*
- Pupils in key stage 2 express their own feelings and those of others confidently. *(Borthyn VC School)*

- Pupils in key stage 2 have a good awareness of the importance of the church in their community from their regular visits to places of worship. *(Borthyn VC School)*
- Key stage 1 pupils understand that certain places are connected with traditional legends such as that of Melangell and the hare, and that these places can have a special significance and sense of holiness derived from the person's character. *(Ysgol Bro Famau)*
Most KS3 pupils have secure factual knowledge of the units of work studied, which reflect the requirements of the Local Agreed Syllabus. *(Rhyl HS)*
KS4 pupils have good factual knowledge, and are developing the ability to relate moral and social issues to religious beliefs. *(Rhyl HS)*
KS4 pupils build successfully upon knowledge acquired in Y9 and apply a good range of religious concepts in response to teachers' questions on a variety of religious interpretations of moral and social issues. *(Rhyl HS)*

Knowledge / Understanding of the Bible / Bible stories

2 Schools

- In key stage 1, pupils have a good knowledge and understanding of New Testament stories, the life of Jesus and Christian festivals. *(Borthyn VC School)*
- In key stage 2, younger pupils have a broad knowledge of Bible stories from the Old and New Testaments. Most understand the meaning of some parables and can apply this to their own lives and in a contemporary setting. *(Borthyn VC School)*
- In key stage 1, pupils have a good understanding of stories from the Bible. They understand that the Bible is an important book for Christians, and that it is God's word. They can indicate their favourite stories such as the story of Esther and the feeding of the five thousand. *(Ysgol Bro Famau)*
- In key stage 1, pupils quickly learn how the creation of the world is described in the Bible. *(Ysgol Bro Famau)*

No Shortcomings

2 Schools

- There are no important shortcomings. *(Borthyn VC School)*
- There are no significant shortcomings. *(Ysgol Bro Famau)*

Opportunities for discussion of issues / feelings / moral issues

2 Schools

- Key stage 1 pupils happily share with others information on their favourite places and things and what is particularly special to them. *(Borthyn VC School)*
- Key stage 2 pupils express their own feelings and those of others confidently. *(Borthyn VC School)*
In KS4, less able pupils show maturity in whole-class discussions when offering opinion on questions raised by the natural world and human issues. On the basis of their knowledge they can generalise and form an opinion. *(Rhyl HS)*
KS4 pupils make good progress in their ability to participate in discussions; the higher achievers provide good reasons for their viewpoints on religious lifestyles. *(Rhyl HS)*

Understanding of community and of responsibilities for members **2 Schools**

- Key stage 1 pupils understand that their community must be cared for by not throwing litter, which spoils its natural beauty and may be harmful to animals. (*Ysgol Bro Famau*)
In KS3, the more able have a very good understanding of what belonging to a religious community means and recognise the contribution that religion makes to their personal and local life. (*Rhyl HS*)

Visits to local churches / chapels / places of worship **1 School**

- Key stage 2 pupils have a good awareness of the importance of the church in their community from their regular visits to places of worship. (*Borthyn VC School*)

Knowledge / Awareness of famous lives **1 School**

- Key stage 1 pupils understand that certain places are connected with traditional legends such as that of Melangell and the hare, and that these places can have a special significance and sense of holiness derived from the person's character. (*Ysgol Bro Famau*)

Opportunities / ability to express own ideas / views **1 School**

At KS4, most pupils make a positive contribution to lessons and show initiative and confidence in expressing opinions on religious issues. Some give thoughtful answers, drawing on their own experience within their community. (*Rhyl HS*)

Familiarity with technical terms / vocabulary **1 School**

In KS3, good use is made of a range of religious vocabulary when pupils discuss their own and others' responses to questions about life and religion. (*Rhyl HS*)

Key stage 4 / Post 16 provision of examination classes in RS **1 School**

The percentage of pupils that have gained GCSE grades A* to C over the last two years have been higher than the figures for the UA. (*Rhyl HS*)

Aware of the impact of belief on lifestyle **1 School**

In KS3, the more able have a very good understanding of what belonging to a religious community means and recognise the contribution that religion makes to their personal and local life. (*Rhyl HS*)

Development of key skills through RE work **1 School**

KS4 pupils are acquiring the relevant skills to interpret beliefs and practices as a means of making sense of different human experiences and traditions. (*Rhyl HS*)

Continuity and progress of work	1 School
KS4 pupils build successfully upon knowledge acquired in Y9. <i>(Rhyl HS)</i>	
Relate their own lives to those of others	1 School
KS4 pupils make a positive contribution to lessons and show initiative and confidence in expressing opinions on religious issues. Some give thoughtful answers, drawing on their own experience within their community. <i>(Rhyl HS)</i>	
Post 16 students recognise the experiences which they share with people of different faiths, and they use their information well to further understand how other people worship and live. <i>(Rhyl HS)</i>	
Recall and applying of previous learning	1 School
Post 16 students recall earlier work and present ideas and arguments on religious traditions and beliefs. <i>(Rhyl HS)</i>	
NEGATIVE COMMENTS	
Opportunities / Ability to express own ideas / views	1 School
Post 16 students are reluctant at times to offer extended comments to deepen their understanding of the influence of religious belief on moral and social issues. <i>(Rhyl HS)</i>	
KS4 / Post 16 provision of examination classes in RS	1 School
The numbers of pupils who sat the examination course have been low. <i>(Rhyl HS)</i>	
Development of key skills through RE work	1 School
KS3 pupils are not developing as independent learners and are not making enough progress in expanding their range of skills to explore and evaluate religions. <i>(Rhyl HS)</i>	
Independent learning skills	1 School
KS3 pupils are not developing as independent learners and are not making enough progress in expanding their range of skills to explore and evaluate religions. <i>(Rhyl HS)</i>	
Attendance	1 School
In KS4 poor attendance seriously hinders the achievement of a minority of pupils. <i>(Rhyl HS)</i>	

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

Date of Meeting:

8th June 2009

Agenda Item:

4

Report Details

Background to the Report:

Following the previous meeting and the consideration of the examination results for 2008, members of SACRE requested the opportunity for five head teachers to report to SACRE aspects of their school's results and strategies for improving them.

Purpose of the Report:

To enable members to hear from the Head teachers as to the issues and strategies and discuss the planned actions. (Copies of the summary of results for 2008 as discussed at the previous meeting, and the letter to all secondary schools following the meeting are attached for reference.)

Recommendations:

- To receive the reports from the head teachers
- To write to the schools following the presentation to thank them for their time, and to encourage the Heads of Department in their efforts to work towards higher results.
- To request the LEA to distribute the letters to the schools involved

Summary of Examination Results – 2008

For Denbighshire SACRE 02/02/09

GCSE Results:

Religious Studies: Full Course

All candidates:

School	2008 entry	2007 entry	2008 A* - C %	2007 A* - C %	Difference %	+/- Nat 2008
Denbigh	17	31	70.6	45.2	+25.4	-1.4
Glan Clwyd	16	14	68.8	57.1	+11.7	-3.2
Prestatyn	141	157	77.3	79.6	-2.3	+5.3
Dinas Bran	4	4	100	75.0	+25.0	+28.0
Brynhyfryd	6	3	100	100	=	+28.0
Rhyl	5	4	100	75.0	+25.0	+28.0
Bl Ed Jones	52	50	55.8	32.0	+23.8	-16.2
St Brigids	47	48	97.9	97.9	=	+25.9
LEA	288	311	77.1	70.4	+6.7	+5.1
All Wales	8137	7707	72.0	71.1	+1.1	

Boys:

School	2008 entry	2007 entry	2008 A* - C %	2007 A* - C %	Difference %	+/- Nat 2008
Denbigh	6	14	100	42.9	+57.1	+34.3
Glan Clwyd	1	1	100	100	=	+34.3
Prestatyn	68	98	79.4	75.5	+3.9	+13.7
Dinas Bran	1	1	100	0.0	+100	+34.3
Brynhyfryd	4	1	100	100	=	+34.3
Rhyl	0	3	--	100	--	--
Bl Ed Jones	25	23	60.0	39.1	+20.9	-5.7
St Brigids	0	0	--	--	--	--
LEA	105	141	77.1	66.7	+10.4	+11.4
All Wales	3086	2890	65.7	64.6	+1.1	

GCSE Religious Studies – Full Course

Girls:

School	2008 entry	2007 entry	2008 A*-C %	2007 A*-C %	Difference %	+/- Nat 2008
Denbigh	11	17	54.5	47.1	+7.4	-21.3
Glan Clwyd	15	13	66.7	53.8	+12.9	-9.1
Prestatyn	73	59	75.3	86.4	-11.1	-0.5
Dinas Bran	3	3	100	100	=	+24.2
Brynhyfryd	2	2	100	100	=	+24.2
Rhyl	5	1	100	0.0	+100	+24.2
Bl Ed Jones	27	27	51.9	25.9	+26.0	-23.9
St Brigids	47	48	97.9	97.9	=	+22.1
LEA	183	170	77.0	73.5	+3.5	+1.2
All Wales	5051	4817	75.8	75.0	+0.8	

GCSE Religious Studies: Short Course

All candidates:

School	2008 entry	2007 entry	2008 A*-C %	2007 A*-C %	Difference %	+/- Nat 2008
Denbigh	58	83	58.6	51.8	+6.8	-1.1
Glan Clwyd	17	15	64.7	53.3	+11.4	+5.0
Prestatyn	14	14	14.3	28.6	-14.3	-45.4
Dinas Bran	106	94	28.3	60.6	-32.3	-31.4
Brynhyfryd	6	0	100	--	--	+40.3
Rhyl	197	185	33.0	23.8	+9.2	-26.7
Bl Ed Jones	16	33	18.8	6.1	+12.7	-40.9
St Brigids	53	53	96.2	88.7	+7.5	-36.5
LEA	467	477	43.3	43.0	+0.3	-16.3
All Wales	16225	15397	59.7	58.8	+0.9	

GCSE Religious Studies – Short Course

Boys:

School	2008 entry	2007 entry	2008 A*-C %	2007 A*-C %	Difference %	+/- Nat 2008
Denbigh	26	37	61.5	40.5	+21.0	+8.1
Glan Clwyd	1	2	0.0	50.0	-50.0	-53.4
Prestatyn	5	7	0.0	14.3	-14.3	-53.4
Dinas Bran	41	44	26.8	63.6	-36.8	-26.6
Brynhyfryd	4	0	100	0.0	+100	+46.6
Rhyl	97	89	21.6	15.7	+5.9	- 31.8
Bl Ed Jones	13	14	23.1	7.1	+16.0	-30.3
St Brigids	0	0	--	--	--	--
LEA	187	193	29.4	31.1	-1.7	-24.0
All Wales	7712	7253	53.4	51.2	+2.2	

Girls:

School	2008 entry	2007 entry	2008 A*-C %	2007 A*-C %	Difference %	+/- Nat 2008
Denbigh	32	46	56.3	60.9	-4.6	-9.1
Glan Clwyd	16	13	68.8	53.8	+15.0	+13.4
Prestatyn	9	7	22.2	42.9	-20.7	-43.2
Dinas Bran	65	50	29.2	58.0	-28.8	-36.2
Brynhyfryd	2	0	100	0.0	+100	+34.6
Rhyl	100	96	44.0	31.3	+12.7	-21.4
Bl Ed Jones	3	19	0.0	5.3	-5.3	-65.4
St Brigids	53	53	96.2	88.7	+7.5	+30.8
LEA	280	284	52.5	51.1	+1.4	-12.9
All Wales	8513	8144	65.4	65.6	-0.2	

GCE Religious Studies - Advanced Level

All candidates:

School	2008 entry	2007 entry	2008 A-C %	2007 A-C %	Difference %	+/- Nat 2008
Denbigh	14	23	64.3	60.9	+3.4	-11.4
Glan Clwyd	8	0	75.0	0.0	+75.0	-0.7
Prestatyn	26	27	34.6	77.8	-43.2	-10.8
Dinas Bran	0	2	--	100	-100	--
Brynhyfryd	8	0	100	--	+100	+24.3
Rhyl	0	0	--	--	--	--
Bl Ed Jones	0	0	--	--	--	--
St Brigids	7	6	100	50.0	+50.0	+24.3
LEA	63	58	77.8	69.0	+8.8	+2.1
All Wales	1016	951	75.7	75.9	+0.2	

Boys:

School	2008 entry	2007 entry	2008 A-C %	2007 A-C %	Difference %	+/- Nat 2008
Denbigh	6	5	50.0	60.0	-10.0	-17.3
Glan Clwyd	0	0	--	--	--	--
Prestatyn	6	10	66.7	60.0	+6.7	-0.6
Dinas Bran	0	0	--	--	--	--
Brynhyfryd	0	0	--	--	--	--
Rhyl	0	0	--	--	--	--
Bl Ed Jones	0	0	--	--	--	--
St Brigids	0	0	--	--	--	--
LEA	12	15	58.3	60.0	-1.7	-9.0
All Wales	220	207	67.3	71.0	-3.7	

GCE Religious Studies - Advanced Level

Girls:

School	2008 entry	2007 entry	2008 A-C %	2007 A-C %	Difference %	+/- Nat 2008
Denbigh	8	18	75.0	61.1	+13.9	-3.0
Glan Clwyd	8	0	75.0	0.0	+75.0	-3.0
Prestatyn	20	17	75.0	88.2	-13.2	-3.0
Dinas Bran	0	2	--	--	--	--
Brynhyfryd	8	0	100	--	+100	+22.0
Rhyl	0	0	--	--	--	--
Bl Ed Jones	0	0	--	--	--	--
St Brigids	7	6	100	50.0	+50.0	+22.0
LEA	51	43	82.4	72.1	+10.3	+4.4
All Wales	796	744	78.0	77.3	+0.7	

Results Comparison to National Average

Full Course A* - C													
	2002	2003	2004	2005	2006	2007	2008						
Denbigh HS	69.3%	66.7%	50.0%	61.2%	67.9%	42.9%	70.6%		<i>6 continuous years below national averages.</i>				
Glan Clwyd	62.5%	54.5%	N/A	54.6%	63.6%	100%	68.8%		<i>4 years below; 1 year gap; 1 yr above; down 08</i>				
Prestatyn	57.3%	73.0%	74.7%	65.4%	81.9%	75.5%	77.3%		<i>3 continuous years above</i>				
Dinas Bran	69.3%	50.0%	63.6%	44.4%	72.7%	0.0%	100%		<i>Good increase after 5 years continually below</i>				
Brynhyfryd	91.6%	77.8%	68.8%	40.0%	66.7%	100%	100%		<i>2 years well above after 2 years below</i>				
Rhyl HS	N/A	N/A	N/A	60.0%	0.0%	100%	100%		<i>2 years well above after 2 years below and 2 N/A</i>				
BEJ	36.5%	40.8%	44.9%	41.9%	22.4%	39.1%	55.8%		<i>7 years continuously below national averages</i>				
St Brigid's	89.2%	90.4%	86.5%	95.7%	98.0%	----	97.9%		<i>6 years well above national averages; 1 year gap</i>				
Nat. Average	66.6%	69.8%	68.1%	70.2%	73.7%	71.1%	72.0%						
Short Course A* - C													
	2002	2003	2004	2005	2006	2007	2008						
Denbigh HS	56.1%	87.8%	64.6%	70.6%	65.9%	51.8%	58.6%		<i>2 years below after 4 continuous years above</i>				
Glan Clwyd	N/A	N/A	N/A	N/A	N/A	53.3%	64.7%		<i>1 year above, after 1 below and 5 years no entry</i>				
Prestatyn	N/A	28.6%	0.0%	20.0%	42.9%	28.6%	14.3%		<i>6 continuous years below national averages</i>				
Dinas Bran	51.1%	63.0%	47.8%	32.9%	28.3%	60.6%	28.3%		<i>Down after 1 year up; 3 yrs continuous below</i>				
Brynhyfryd	N/A	N/A	N/A	N/A	N/A	N/A	100%		<i>Good start after 6 years no entry</i>				
Rhyl HS	63.9%	62.3%	44.8%	60.6%	46.8%	23.8%	33.0%		<i>3 continuous years below after 1 year above</i>				
BEJ	N/A	0.0%	28.6%	6.7%	17.4%	6.1%	18.8%		<i>6 continuous years below national averages</i>				
St Brigid's	N/A	N/A	100.0%	93.6%	98.0%	88.7%	96.2%		<i>5 continuous years above national averages</i>				
Nat. Average	62.3%	55.7%	58.4%	58.7%	59.7%	58.8%	59.7%						

Results Comparison to National Average

A-Level A - C													
	2002	2003	2004	2005	2006	2007	2008						
Denbigh HS	100.0%	75.0%	100.0%	83.3%	66.7%	60.9%	64.3%		<i>2 years below after 5 years continually above</i>				
Glan Clwyd	N/A	N/A	N/A	N/A	N/A	N/A	75.0%		<i>Good start after 6 years no entry</i>				
Prestatyn	87.5%	87.5%	100.0%	92.0%	64.7%	77.8%	34.6%		<i>Large drop after 5 years (with gap) of above</i>				
Dinas Bran	66.7%	25.0%	50.0%	0.0%	0.0%	100%	N/A		<i>No entry after good year following 5 years below</i>				
Brynhyfryd	N/A	N/A	100.0%	30.0%	20.0%	N/A	100%		<i>Good restart after no entry & 2 years below</i>				
Rhyl HS	N/A	N/A	N/A	N/A	N/A	N/A	N/A						
BEJ	N/A	N/A	N/A	N/A	N/A	N/A	N/A						
St Brigid's	100.0%	100.0%	44.4%	33.3%	58.3%	50.0%	100%		<i>Good result after 4 years below national averages</i>				
Nat. Average	70.3%	73.5%	68.9%	65.4%	65.5%	75.9%	75.7%						

Mohammed Mehmet
Cyfarwyddwr Corfforaethol Dros Dro: Dysgu Gydol Oes
Corporate Director : Lifelong Learning

Gareth Wyn Jones MSc. Med. DipEd/Man
Pennaeth Gwella Ysgolion
Head of School Improvement



At Bob Pennaeth Uwchradd

Eich cyf/Our ref: GPC/CS/DS/020209
Dyddiad/Date: 11 Chwefror 2009
Rhif union/Direct dial: 01352 704103
Gofynner am/Ask for Gavin Craigen
✉ : gavin.craigen@flintshire.gov.uk

Annwyl Gydweithwyr

Yng nghyfarfod Cyngor Ymgynghorol Sefydlog Addysg Grefyddol (CYSAG) Sir Ddinbych a gynhaliwyd yn ddiweddar, trafododd yr aelodau ganlyniadau arholiadau 2008, ac roeddent yn falch o weld bod lefelau perfformiad wedi cynyddu rhywfaint. Yn gyffredinol, mae nifer y myfyrwyr a astudiodd y cwrs llawn Astudiaethau Crefyddol TGAU a lwyddodd i ennill graddau A* i C ar draws yr awdurdod 5.1% yn uwch na'r cyfartaledd cenedlaethol (mae perfformiad bechgyn wedi cynyddu i 11.4% yn uwch na'r ffigyrau cenedlaethol a pherfformiad merched 1.2% yn uwch na'r ffigyrau cenedlaethol). Dymunai CYSAG longyfarch ysgolion am y gwelliant hwn, yn arbennig yr ysgolion hynny a lwyddodd i gael canlyniadau llawer uwch na'r cyfartaledd cenedlaethol.

Fodd bynnag, mae canlyniadau'r cwrs byr Astudiaethau Crefyddol TGAU braidd yn siomedig ac nid ydynt yn dilyn y tuedd a welir yng Nghymru yn gyffredinol. Mae canlyniadau'r awdurdod ar gyfer pob ymgeisydd, bechgyn a merched, i gyd yn is na'r cyfartaledd cenedlaethol (pob ymgeisydd: -16.3%, bechgyn: -20.1%, a merched: -12.9%). Mae aelodau CYSAG yn pryderu nad yw'r canlyniadau hyn yn cyd-fynd â chanlyniadau awdurdodau eraill ac ymddengys bod canran uchel o'r myfyrwyr sy'n ymgeisio yn fyfyrwyr gallu is sy'n golygu bod y canlyniadau cyffredinol yn cael eu heffeithio.

Wrth gwrs, mae'r aelodau'n cydnabod ac yn derbyn bod niferoedd yr ymgeiswyr a lefel gallu'r ymgeiswyr yn effeithio ar y graddau a gyflawnir. Fodd bynnag, mynegodd yr aelodau bryderon fod nifer y myfyrwyr sy'n astudio cyrsiau TGAU llawn a byr wedi gostwng. Wrth edrych ar niferoedd yr ymgeiswyr ym mhob ysgol, mewn rhai canolfannau gwelir bod cohortau cyfan bron yn astudio naill ai'r cwrs llawn TGAU neu'r cwrs byr TGAU, ac mewn canolfannau eraill gwelir niferoedd cymharol fach yn astudio'r naill gwrs neu'r llall neu'r ddau. Yn unol â hynny, gofynnodd yr aelodau a fyddai modd annog ysgolion (nad ydynt eisoes yn gwneud) i ystyried o ddifrif defnyddio'r Cwrs Byr TGAU fel modd o achredu'r rhaglen AG statudol y gofynnir i ysgolion ei darparu i bob disgybl Cyfnod Allweddol 4.

Byddai hyn yn golygu bod y cohort cyfan, ynghyd â'r rheiny sy'n dewis astudio'r cwrs llawn TGAU, yn ennill cymhwyster Addysg Grefyddol. Gallai hyn gael effaith bositif ar y canlyniadau gan y byddai ystod lawn o lefelau gallu yn cael ei chynnwys, ac nid dim ond y rheiny sy'n dewis neu'n ethol sefyll arholiad, sy'n gallu golygu bod lefelau gallu yn goleddu i un cyfeiriad.

Yn olaf, ar ôl edrych ar ffigyrau'r saith mlynedd diwethaf, roedd yr aelodau'n pryderu bod rhai ysgolion wedi cael canlyniadau is na'r cyfartaledd cenedlaethol yn gyson dros dair blynedd a byddant yn gwahodd penaethiaid yr ysgolion hynny i roi darlun llawnach o'u canlyniadau arholiadau i CYSAG (megis data gwerth ychwanegol a ffactorau eraill a allai ddylanwadu ar ganlyniadau) a thrafod strategaethau i wella eu perfformiad yn y dyfodol.

Hyderaf y byddwch hefyd yn ystyried y materion ymgeisio a amlinellir uchod ac os oes angen, yn trafod yr opsiynau a'r posibiladau gyda Mr Gavin Craigen, Arolygydd / Ymgynghorydd Addysg Grefyddol a Swyddog CYSAG.

Diolch i chi am eich amser.

Yn gywir,

B H Jones

Y Parch Brian H. Jones
Cadeirydd

Os ydych yn ymateb i'r llythyr hwn, cyfathrebwch gyda Mr Gavin Craigen, Arolygydd / Ymgynghorydd AG, Cymorth Cwricwlwm, Neuadd y Sir, Yr Wyddgrug, Sir y Fflint, CH7 6ND. Ffôn: 01352 704103; e-bost: gavin.craigen@flintshire.gov.uk ; ffacs: 01352 754202

Mohammed Mehmet
Cyfarwyddwr Corfforaethol Dros Dro: Dysgu Gydol Oes
Corporate Director : Lifelong Learning

Gareth Wyn Jones MSc. Med. DipEd/Man
Pennaeth Gwella Ysgolion
Head of School Improvement



To: All Secondary Headteachers

Eich cyf/Our ref: GPC/CS/DS/020209
Dyddiad/Date: 11 February 2009
Rhif union/Direct dial: 01352 704103
Gofynner am/Ask for Gavin Craigen
✉ : gavin.craigen@flintshire.gov.uk

Dear Colleagues

At the recent meeting of the Denbighshire Standing Advisory Council for Religious Education (SACRE) members discussed the examination results for 2008, and were pleased that there has been some increase in levels of performance so that at GCSE full course RS the overall A* to C performance across the authority stands at 5.1% above the national average (with boys' performance also up at 11.4% above national figures and girls' performance at 1.2% above the national figure). SACRE wished to congratulate schools for this improvement, and particularly those schools whose results were significantly above the national average.

The GCSE short course RS results however are a little disappointing – and do not follow the trend in Wales as a whole - in that the authority results for all candidates, boys and girls were all below the national averages (All: -16.3%, boys: -20.1%, and girls: -12.9%). It is a concern to members of SACRE that these results are not as in other authorities, and that for some schools it appears that the entry is made up of largely lower ability candidates, therefore affecting the overall results.

Members do of course acknowledge and accept that entry numbers, and the ability of those being entered affect the grades achieved. However, members did express some concern that numbers of candidates in both full and short course GCSE have decreased. In looking at entry numbers across the schools, there are some centres where virtually whole cohort entry takes place for either the GCSE full course or the GCSE short course, and some centres where there are relatively small numbers in either or both. Accordingly, members asked if schools (who do not already do so) could be encouraged to give serious consideration to using the GCSE Short Course as a means of accrediting the statutory RE programme that the school is required to provide for all pupils at Key Stage 4. This would mean that, together with those opting for the full course GCSE, the whole cohort would gain a qualification for RE. This could also have a positive impact on the results, in that there would be a greater inclusion of the full range of ability, rather than merely those who opt or elect for the examination, where ability may be slanted in one direction.

Finally, looking at the figures for the last seven years, members were concerned that some schools have had results consistently below the national averages for more than three years, and will be inviting the Head teachers of those schools to give a fuller picture to SACRE of their examination results (such as value added data, and other factors that may influence results), and to discuss strategies for raising the performance in the future.

I trust that you will also consider the issue of entry as outlined above, and if necessary discuss the options and possibilities with Mr Gavin Craigen, the Inspector/Adviser for RE and Officer to SACRE.

Thank you for your time.

Yours faithfully,

B H Jones

Rev Brian H. Jones
Chairman

*If responding to this letter, please communicate with Mr Gavin Craigen,
Inspector/Adviser RE, Curriculum Support, County Hall, Mold, Flintshire, CH7 6ND.
Tel: 01352 704103; email: gavin.craigen@flintshire.gov.uk ; fax: 01352 754202*

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

Date of Meeting:

8th June 2009

Agenda Item:

5

Report Details

Background to the Report:

SACRE continues to be a member of the Wales Association of SACREs, and receives reports on meetings from members attending, copies of minutes of meetings and any other reports from the Association.

Purpose of the Report:

For members to be informed as to the focus and main outcomes of the previous meeting; and to remind members that the hosting SACRE (this time Denbighshire) has an open invitation for members to attend the meeting

Recommendations:

- To receive the verbal presentations, and draft minutes of the previous meeting.
- To receive the papers for the meeting of 24th June, and for members to make an effort to attend.

DRAFFT / DRAFT



**Cofnodion y cyfarfod a gynhaliwyd yn Nhy Brynmenyn,
Penybont ar 13 Mawrth 2009 / *Minutes of meeting held at
Brynmenyn House, Bridgend on 13 March 2009***

Yn Bresennol / Present

<p>Ynys Môn / Anglesey Eurfryn Davies Bethan James Rheinallt Thomas</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Megan Inglesant Allan Jones Carys Thomas Richard Landy Edward Evans</p> <p>Caerffili/ Caerphilly Michael Gray Christine Thompson David Brooks Vicky Thomas</p> <p>Caerdydd / Cardiff Caroline Neudegg Martin Rawle</p> <p>Sir Gaerfyrddin / Carmarthenshire Helen Gibbon Mary Parry</p> <p>Ceredigion Mary Parry Vaughan Salisbury</p> <p>Conwy Eirian Pierce</p>	<p>Sir Ddinbych / Denbighshire Mairwenna B Lloyd Brian Huw Jones</p> <p>Sir y Fflint / Flintshire Nigel Steele-Mortimer</p> <p>Gwynedd Bethan James Aeron M Jones W M Meredith</p> <p>Merthyr Tudful / Merthyr Tydfil Carys Thomas</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey Sue Cave</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Jen Malcolm</p> <p>Casnewydd / Newport Vicky Thomas Sally Northcott David Hando</p> <p>Sir Benfro / Pembrokeshire</p>	<p>Powys</p> <p>Rhondda Cynon Taf Carys Thomas</p> <p>Abertawe / Swansea Vicky Thomas</p> <p>Torfaen Vicky Thomas</p> <p>Bro Morgannwg / Vale of Glamorgan Gill Vaisey</p> <p>Wrecsam / Wrexham Vicky Barlow Tania ap Siôn</p> <p>Sylwedyddion / Observers Leslie J Francis (St Mary's Centre) Peter Privett (Godly Play) Ceri Weatherall (Estyn) Lynda Maddock (Trinity College / WNCRE) Tudor Thomas (WJEC) Mike Strange (Christianity Unpacked)</p>
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Cofnodion y cyfarfod a gynhaliwyd yn Nhŷ Brynmenyn, Pen-y-bont ar Ogwr, ar 13 Mawrth 2009)

1. Cyflwyniad a chroeso

Agorwyd y cyfarfod gan yr Is-Gadeirydd, Michael Gray, oherwydd bod y Cadeirydd yn cyrraedd yn hwyr. Estynnodd Maer Pen-y-bont ar Ogwr groeso cynnes i'r aelodau i'r cyfarfod. Gwnaeth y sylw fod hwn yn gyfnod pwysig ar gyfer addysg grefyddol yng Nghymru, oherwydd cyhoeddi Meysydd Llafur Cytûn newydd, ac yr oedd hi'n ddiolchgar am y canllawiau ategol a oedd yn cael eu cynhyrchu. Diolchodd yr Is-Gadeirydd i'r Maer am ei chroeso, a chynigiodd ddymuniadau gorau iddi am ei chyfnod yn y swydd.

2. Adfyfrio tawel

Cynigiodd y Cadeirydd Ddiwrnod y Trwynau Cochion fel y pwnc ar gyfer adfyfrio tawel. Eleni, yr oedd y themâu a amlygwyd yn cynnwys: malaria; addysg; iechyd mamol; ac iechyd meddwl. Gwahoddwyd yr aelodau i wneud cyfraniadau tuag at Ddiwrnod y Trwynau Cochion dros y cinio canol dydd. Codwyd cyfanswm o £103, a byddai'r Cadeirydd yn ei roi'n uniongyrchol i apêl Diwrnod y Trwynau Cochion drwy fanc.

Cynigiodd y Cadeirydd ail adfyfyrdod ynglŷn â'r newyddion trist am farwolaeth yr Archddiacon John Lewis, a thalodd deyrnged i'w gyfraniad gwerthfawr i addysg grefyddol ac i'r Eglwys. Cafodd teyrnged ysgrifenedig i Ddafydd Traherne, cyn Ymgynghorydd AG De Morgannwg, ei chylchredeg i'r aelodau.

3. Ymddiheuriadau

Christine Abbas, Paul Brown, Gavin Craigen, Marilyn Frazer, Fred Gilmore, Joyce Howells, Morfudd Jones, Meinir Loader, Lyndon Lloyd, Margaret Pead, Eldon Phillips, B Price, Julie Pugh, Nicholas Richter, Sali Roberts, Tegid Roberts, John Rogers, Richard Thomas, Jane Ward.

4. Cofnodion y cyfarfod a gynhaliwyd yng Nghwmbrân ar 7 Tachwedd 2008

Cynigiodd y Cadeirydd ychydig fanylion i'w

Minutes of the meeting held at Brynmenyn House, Bridgend, 13 March 2009 (Welsh version to follow)

1. Introduction and welcome

Vice Chair, Michael Gray opened the meeting due to the Chair's delayed arrival. The Mayor of Bridgend warmly welcomed members to the meeting. She observed that this was an important time for religious education in Wales with the appearance of new Agreed Syllabi and was grateful for the supporting guidance being produced. The Vice Chair thanked the Mayor for her welcome and offered best wishes for her term of office.

2. Quiet reflection

The Chair offered Red Nose Day as the subject for quiet reflection. This year the themes highlighted included: malaria; education; maternal health; and mental health. Members were invited to make contributions to Red Nose Day over lunch. A total of £103 was raised which the Chair would donate directly to the Red Nose Day appeal through a bank.

The Chair offered a second reflection about the sad news of the death of Archdeacon John Lewis, and paid tribute to his valuable contribution to religious education and to the Church. A written tribute by Dafydd Treharne, former RE Adviser for South Glamorgan, was circulated to members.

3. Apologies

Christine Abbas, Paul Brown, Gavin Craigen, Marilyn Frazer, Fred Gilmore, Joyce Howells, Morfudd Jones, Meinir Loader, Lyndon Lloyd, Margaret Pead, Eldon Phillips, B Price, Julie Pugh, Nicholas Richter, Sali Roberts, Tegid Roberts, John Rogers, Richard Thomas, Jane Ward.

4. Minutes of the meeting held at Cwmbran on 7 November 2008

The Chair offered a few details to be included in the

cynnwys yn y cofnodion. Derbyniwyd cofnodion y cyfarfod fel rhai cywir.

5. Materion yn codi

(a) Tudalen 3 — Cyfarfod fforwm Estyn . Yr oedd Rheinallt Thomas wedi mynd i'r cyfarfod, a dosbarthodd gopïau o adroddiad llawn arno i'r aelodau. Diolchodd y Cadeirydd i Rheinallt Thomas am fynd i'r cyfarfod ac am ysgrifennu'r adroddiad manwl.

(b) Tudalen 3 — Yr oedd yr anghydfod gyda chylchgrawn *Yr Athro* ynglŷn ag addoli ar y cyd wedi ei ddatrys. Dywedodd y Cadeirydd wrth yr aelodau fod y Golygydd newydd wedi cytuno i gymryd camau priodol i gywiro'r wybodaeth anghywir a oedd wedi ei chyflwyno gan yr erthygl dan sylw.

(c) Tudalen 3 — Dywedodd y Cadeirydd wrth yr aelodau y byddai Sali Roberts yn ymgymryd â rôl y golygydd ar gyfer rhifyn y gwanwyn o *Newyddion AG*. Byddai Geraint Davies, golygydd rhifyn cyntaf *Newyddion AG*, a gyhoeddwyd drwy gydweithrediad rhwng Prifysgol Bangor a'r TUC, yn absennol o'i waith tan yr haf oherwydd salwch. Cynigiodd y Cadeirydd gopïau sbâr o *Newyddion AG* i'r aelodau. Y gobaith oedd y byddai rhifyn y gwanwyn o'r cylchgrawn ar gael ym mis Ebrill.

(d) Tudalen 11 — Mynegwyd peth pryder p'un ai'r oedd yr adnoddau Ôl-16 ar gyfer addysg grefyddol, a oedd wedi eu cynhyrchu ar gyfer y gynhadledd Ôl-16 ar 4 Hydref 2008, wedi eu postio i ysgolion yn Ne Cymru ai peidio. Dywedwyd wrth yr aelodau fod Enid Griffiths o APADGOS yn ymwybodol o'r broblem a'i bod yn gweithio i'w datrys.

(e) Tudalen 11 — Cyngor AG Cymru a Lloegr. Yr oedd Tania ap Siôn yn fodlon cynrychioli CCYSAGauC ar y Cyngor AG. Yr oedd y Cadeirydd wedi gofyn hefyd i Gill Vaisey ystyried a allai weithredu fel ail gynrychiolydd CCYSAGauC ar y Cyngor.

6. Gohebiaeth

Neges e-bost gan Brian Gates ynglŷn â'r sefyllfa yn Lloegr ac arweiniad ynglŷn â'r Cylchlythyr. Ymddiriedolaeth Jerwsalem: gwahoddiad i ysgolion

minutes. The minutes were accepted as an accurate record of the meeting.

5. Matters arising

(a) Page 3 – Estyn forum meeting. Rheinallt Thomas attended the meeting and distributed copies of a full report to members. The Chair thanked Rheinallt Thomas for attending the meeting and for writing the detailed report.

(b) Page 3 – The collective worship issue with regard to *Yr Athro* had been resolved. The Chair informed members that the new Editor had agreed to take appropriate steps to correct the misinformation provided by the article in question.

(c) Page 3 – The Chair informed members that Sali Roberts would take on the role of editor for the spring edition of *RE News*. Geraint Davies, editor of the first edition of *RE News* published by the Bangor University and TUC collaboration, would be absent from work until the summer due to illness. The Chair offered spare copies of *RE News* to members. It was hoped that the spring edition of the magazine would be available in April.

(d) Page 11 – There was some concern about whether the Post-16 resources for religious education produced for the Post-16 conference on 4 October 2008 had been posted out to schools in south Wales. Members were informed that Enid Griffiths, DCELLS, was aware of the problem and was working to resolve it.

(e) Page 11 - RE Council for England and Wales. Tania ap Siôn was willing to represent WASACRE on the RE Council. The Chair also asked Gill Vaisey to consider whether she would be able to be the second WASACRE representative on the Council.

6. Correspondence

E-mail from Brian Gates with regard to situation in England and guidance on the Circular. Jerusalem Trust: invitation to schools to apply for

wneud cais am grantiau ar gyfer prynu adnoddau ynglŷn â Christnogaeth.

7. Trefniadau ac ethol swyddogion newydd

Eglurodd y Cadeirydd y byddai'n ymddiswyddo fel Cadeirydd CCYSAGauC oherwydd y newidiadau a oedd ar droed yng Ngholeg y Drindod ac yn y sector HAGA yng Nghymru. Yr oedd yn ddiolchgar i'r Is-Gadeirydd, Michael Gray, am ei barodrwydd i ymgymryd â rôl y Cadeirydd yn yr haf. Felly, yn ystod cyfarfod tymor yr haf CCYSAGauC, byddai etholiadau'n cael eu cynnal er mwyn penodi Is-Gadeirydd newydd yn ogystal â dau aelod o Bwyllgor Gwaith CCYSAGauC.

8. Cyflwyniad gan Tudor Thomas: Manylebau'r TGAU newydd mewn Astudiaethau Crefyddol

Cyflwynodd Tudor Thomas, Swyddog AC/Prif Reolwr CBAC, ddwy fanyleb CBAC newydd ar gyfer TGAU i'r aelodau: Manyleb A a Manyleb B, dewisiadau A a B. Byddai addysgu yn ôl y manylebau hyn yn cychwyn ym mis Medi 2009, a'r asesu cyntaf yn cael ei gynnal yn ystod haf 2010. Eglurodd fod y newidiadau hyn yn cael eu cyflwyno er mwyn ymateb i: ofynion APADGOS/QCA; y fframweithiau anstatudol ar gyfer Cymru a Lloegr; y canolbwyntio ar gydlyniant cymunedol yn Lloegr; diwedd gwaith cwrs; ac adborth athrawon. Cafodd cynnwys y manylebau a'r cyfuniadau a ganiateid eu hamlinellu, a disgrifiwyd ffurf y papurau arholiad. Yr oedd y cymorth a fyddai ar gael gan GBAC ynglŷn â'r manylebau newydd yn cynnwys ymgynghorwyr cymorth rhanbarthol, gwefan CBAC, hyfforddiant, a chynlluniau gwaith. Yr oedd ffigyrau'n dangos bod Astudiaethau Crefyddol yn un o'r pynciau a oedd yn tyfu gyflymaf yn CA4 ac ar y Safon Uwch, o ran nifer y disgyblion a oedd yn ymgymryd â'r cyrsiau.

Yr oedd y cwestiynau gan aelodau'n cynnwys paham yr oedd Bwdhaeth wedi ei gadael allan, gan fod hon yn grefydd boblogaidd i'w hastudio ar y Safon Uwch, a pham yr oedd unedau 'Astudiaethau Beiblaidd' wedi eu hepgor. Yn y ddau achos, yr oedd y niferoedd bychain a oedd yn ymgymryd â'r pynciau ar lefel TGAU yn cael eu dyfynnu fel ffactor achosol sylweddol. Derbyniodd yr aelodau daflen a oedd yn cynnwys y cyflwyniad PowerPoint.

grants to purchase resources on Christianity.

7. Arrangements and election of new officers

The Chair explained that due to the changes taking place at Trinity and within the ITET sector in Wales, he would be stepping down as Chair of WASACRE. He was grateful to the Vice Chair, Michael Gray for his willingness to take on the role of Chair in the summer. Therefore, in the summer term meeting of WASACRE, elections would take place to appoint a new Vice Chair as well as two members of the WASACRE Executive Committee.

8. Presentation by Tudor Thomas: New GCSE Religious Studies Specifications

Tudor, Thomas, RS Officer/Principal Manager for WJEC, presented the two new WJEC specifications for GCSE to members: Specification A and Specification B options A and B. Teaching for these specifications would begin in September 2009, with the first assessment in the summer of 2010. He explained that these changes were introduced in order to respond to: DCELLS/QCA requirements; the non-statutory frameworks for Wales and England; the community cohesion focus in England; the end of coursework; and teacher feedback. The content of the specifications and combinations permitted were outlined, and the format of the examination papers described. WJEC support for the new specifications included regional support advisors, the WJEC website, training, and schemes of work. Figures show that religious studies is one of the fastest growing subjects at KS4 and A-level in terms of take-up.

Questions from members included the reason for the omission of Buddhism which is a popular religion to study at A-level, and the omission of 'biblical studies' units. In both cases, poor uptake at GCSE level was cited as a significant determining factor. Members received a handout of the PowerPoint presentation.

9. Cyflwyniad gan Peter Privett: *Godly Play*

Eglurodd Peter Privett beth oedd tarddiad *Godly Play*, esboniodd beth ydoedd, ac estynnodd wahoddiad i'r aelodau i gymryd rhan mewn stori *Godly Play* fer. Yr oedd *Godly Play* wedi ymgodi o fyd Eglwysi ac nid o fyd ysgolion. Fodd bynnag, yr oedd cryn ddiddordeb mewn *Godly Play* wedi ei fynegi'n ddiweddar gan ysgolion cynradd a oedd yn dymuno'i ddefnyddio. Yr oedd *Godly Play* yn helpu athrawon i wireddu'r agwedd 'dysgu oddi wrth grefydd' ar AG. Mewn cyd-destun AG, ugain mlynedd ynghynt, yr oedd deunydd 'Gift to the Child' John Hull wedi ei seilio ar *Godly Play*, ond wedi canolbwyntio ar grefyddau gwahanol.

Y Cefndir: Mae *Godly Play* yn seiliedig ar athroniaeth Maria Montessori ynglŷn ag addysgu, ac mae wedi ei ffurfio a'i dylanwadu gan Sofia Cavalletti, Jerome Berryman a Rebecca Nye. Buan y bydd plant yn dysgu i gau allan yr holl syniad o ysbrydolrwydd, o ganlyniad i'r ymatebion negyddol gan eraill y maent yn eu profi yn gynnar yn eu hoes. Nod *Godly Play* yw ailagor y maes hwn gyda phobl ifanc. Mae *Godly Play* yn gosod y plentyn yng nghanol y dysgu, ac mae'n ymdrin â chwestiynau dirfodol mawrion, sy'n cael eu harchwilio drwy gyfrwng chwarae a stori. Mae hyn yn cael ei wneud drwy: greu man diogel (o ran amgylchedd ffisegol a'r gydberthynas rhwng oedolion a phlant); saerño cymuned (cyn addysgu'r plant); cynnig iaith grefyddol (e.e. arteffactau); ac yna creu ystyr (sy'n cael ei wneud gennych chi eich hun fel cymuned).

Darparwyd amlinelliad nodweddiadol ar gyfer sesiwn *Godly Play*; yr oedd yn cynnwys sut i greu man cysegredig a saerño cymuned cyn y sesiwn, yn ogystal â phrif elfennau'r sesiwn ei hun. Yr oedd y prif elfennau hyn yn cynnwys: croeso; stori; dyfalu ynglŷn â'r stori; amser gweithio; gwledd; a bendith. Yr oedd llonyddwch yn cael ei annog drwy gydol y gweithgarwch, ac ni ddylai ymatebion plant fyth gael eu rheoli na'u cyfarwyddo gan oedolion a oedd yn bresennol. Cymerodd yr aelodau ran mewn enghraifft fer o stori am y Geni.

Yr oedd llawer o ysgolion wedi gofyn am gyfleoedd i ymchwilio i sut y gellid defnyddio *Godly Play* yn yr ystafell ddosbarth, a gellid paratoi diwrnod cyflwyno *Godly Play* ar gyfer athrawon pe bai gan GYSAG'au

9. Presentation by Peter Privett: *Godly Play*

Peter Privett introduced the origins of Godly play, explained what Godly play was, and invited members to participate in a short Godly Play story. Godly play has emerged from a Church base and not a school base. However, considerable interest in Godly Play has been expressed by primary schools recently who have wanted to use it. Godly Play helps teachers to realise the 'learning from religion' aspect of RE. In an RE context, twenty years ago, John Hull's 'Gift to the Child' material was based on Godly Play, but focused on different religions.

Background: Godly Play is based on Maria Montessori's philosophy of teaching, and has been shaped and influenced by Sofia Cavalletti, Jerome Berryman, and Rebecca Nye. Children quickly learn to shut out the whole notion of spirituality as a result to the negative responses from others experienced at an early age. Godly play aims to reopen this area with young people. Godly Play places the child at the centre of learning and deals with big existential questions which are explored through play and story. This is done through: creating a safe place (in terms of physical environment and relationships between adults and children); building community (prior to teaching the children); offering religious language (e.g. artefacts); and then making meaning (which is done yourself as a community).

A typical outline for a Godly Play session was provided, and included how to create a sacred space and build community before the session as well as the main components of the session itself. These main components included: welcome; story; wondering about the story; work time; feast; and blessing. Stillness throughout was encouraged and children's responses should never be controlled or directed by adults present. Members participated in a short example of a story about the Nativity.

Many schools have requested opportunities to explore how Godly Play could be used in the classroom, and if SACREs were interested, a Godly Play introduction day could be prepared for

ddiddordeb yn hynny.

10. Cyflwyniad gan Mike Strange: Dadbacio Cristnogaeth

Mae *Dadbacio Cristnogaeth* yn adnodd mawr iawn sy'n cynnwys tri chrynoddisg, wedi eu hanelu at ddisgyblion cyfnod allweddol 2 a disgyblion iau yng nghyfnod allweddol 3. Mae ar gael drwy gyfrwng y Saesneg a'r Gymraeg. Dangoswyd enghreifftiau o'r cynnwys i'r aelodau, er enghraifft 'Athrawiaethau Allweddol yr Iesu: maddeuant', a oedd yn arddangos y cyflwyno amlgyfrwng ac amryfal ddulliau o archwilio'r pynciau.

Yr oedd copïau rhad ac am ddim o'r adnoddau'n cael eu dosbarthu i ysgolion drwy eu CYSAG'au lleol. Diolchodd Mike Strange i'r aelodau am eu cymorth wrth wneud y dosbarthiad hwn yn bosibl. Yn ogystal, cynigiodd ddod i annerch digwyddiadau hyfforddi AAL'au, pe gofynnid iddo wneud hynny. Wedi hyn, byddai'r adnodd nesaf i ymddangos yn cael ei anelu at ysgolion uwchradd. Tynnodd Mike Strange sylw hefyd at wefan 'RE: Quest', a oedd yn cynnwys llawer iawn o ddeunydd newydd (er enghraifft, taith rithwir o gwmpas Eglwys Gadeiriol Tyddewi, a gwybodaeth ynglŷn â'r twf mewn adnoddau ar gyfer cyfnod allweddol 3). Yn ychwanegol at hynny, yr oedd y wefan bob amser yn cynnwys agwedd dymhorol a oedd yn adfyfyrio ar flwyddyn yr Eglwys.

Mynegodd yr aelodau eu gwerthfawrogiad o fersiwn Cymraeg yr adnodd, ac o gyfraniad yr adnodd i Sgiliau Meddwl.

11. Arddangos adnoddau AG

(a) Dangosodd Gill Vaisey gatalog newydd books@press i'r aelodau, a thynnodd sylw at yr adnoddau newydd (yr oedd y rhain wedi eu cyflwyno'n fanylach yng nghyfarfod blaenorol CCYSAGauC). Yr oedd yn bosibl i books@press gyflenwi mewn crynswth, mewn pecynnau mawr, a gofynnwyd i'r ymgynghorwyr gymryd y rhain i'w gwerthu i ysgolion.

(b) Tynnodd Rheinallt Thomas sylw at adnoddau MAGC a oedd wedi eu cynnwys ar daflen a

teachers.

10. Presentation by Mike Strange: Christianity Unpacked

Christianity Unpacked is a very large resource of three CDs, where are aimed at key stage 2 pupils and lower key stage 3 pupils. It is available through the medium of English and Welsh. Members were shown examples of the content, for example, 'Key Teachings of Jesus: forgiveness', which illustrated the multi-media presentation and various approaches taken to exploring the topics.

Free copies of the resources were being distributed to schools through their local SACREs. Mike Strange thanked members for their help in making this distribution possible. He also offered to come and speak at LEA training events, if requested. After this, the next resource to appear would be aimed at secondary schools. Mike Strange also drew attention to the RE: Quest website which had a great deal of new material (for example, the virtual tour of St David's Cathedral and the growth of the key stage 3 resources). In addition, the website always included a seasonal aspect reflecting the Church year.

Members expressed their appreciation of the Welsh version of the resource and the resource's contribution to Thinking Skills.

11. Showcase of RE resources

(a) Gill Vaisey made available the new books@press catalogue to members and drew attention to the new resources (these were presented in greater depth at the previous WASACRE meeting). It was possible for books@press to supply in bulk in large packs and advisers were asked to take these to sell to schools.

(b) Rheinallt Thomas drew attention to the resources of REMW included on a leaflet received

dderbyniwyd gan aelodau (yr oedd y rhain wedi eu cyflwyno'n fanylach yng nghyfarfod blaenorol CCYSAGauC). Yn ogystal, cynigiodd ddewis 'gwerthu neu ddychwelyd' i ymgynghorwyr, os oedd ymgynghorwyr yn dymuno cael setiau o adnoddau i'w gwerthu i ysgolion. Tynnwyd sylw arbennig unwaith eto at yr adnodd *RE Ideas*, yn ogystal â gwybodaeth yn ymwneud â manteision tanysgrifiad gan AALI i MAGC.

(c) Rhoddodd Tania ap Siôn wybod i'r aelodau fod y fersiwn Saesneg o *Crefyddau'r Byd Heddiw: Llawlyfr Athrawon* bellach wedi ei gyhoeddi. Atgoffodd yr aelodau fod y gyfres llyfrau straeon hon ar gyfer cyfnod allweddol 2 wedi ei chynnwys yng nghyflwyniad Denize Morris (Swyddog Pwnc APADGOS ar gyfer Addysg Grefyddol) yng nghyfarfod diwethaf CCYSAGauC, a oedd wedi canolbwyntio ar ddeunyddiau ategol Llywodraeth Cynulliad Cymru ar gyfer addysg grefyddol yn y cwricwlwm newydd.

Tynnodd sylw hefyd at y CD-ROM ryngweithiol, *Jewish Way of Life*, a oedd wedi ei chynhyrchu gan Fwrdd Dirprwyon Iddewon Prydain a Sefydliad Pears. Derbyniodd yr aelodau gopi o'r CD-ROM i'w gymryd yn ôl i'w CYSAG'au. Yr oedd unigolion yn gallu archebu copïau o'r CD-ROM oddi ar wefan ategol 'Jewish Way of Life', a byddai Tania ap Siôn yn e-bostio manylion i glercod yr holl GYSAG'au ynglŷn â sut y gallai AALI'au/CYSAG'au archebu copïau lluosog am ddim i'w dosbarthu i'w hysgolion. Yr oedd *Jewish Way of Life* yn addas ar gyfer disgyblion CA2 a CA3.

12. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 2 Mawrth, 2009

Derbyniodd yr aelodau daflen a oedd yn crynhoi cyfarfod y Pwyllgor Gwaith. Tynnodd y Cadeirydd sylw at:

- (a) bwynt 5 ynglŷn â'r cyfarfod rhwng cynrychiolwyr CCYSAGauC a'r Gweinidog Addysg ar 25 Tachwedd 2009; derbyniodd yr aelodau daflen a oedd yn manylu ar ddeilliannau'r cyfarfod hwnnw;
- (b) canllawiau CCYSAGauC i ysgolion ar y ddeddfwriaeth ynglŷn ag addoli ar y cyd Ôl-16, a gynhwyswyd yn y papurau ar gyfer y cyfarfod.

by members (these were presented in greater depth in the previous WASACRE meeting). He also offered advisors a 'sale or return' option, if advisors wanted sets of resources to sell to schools. The resource, *RE ideas* was again highlighted as well as information relating to the benefits of LEA subscription to REMW.

(c) Tania ap Siôn informed members that the English version of the *World Faiths Today: Teachers' Handbook* was now published. She reminded members that this key stage 2 storybook series was included in Denize Morris' (Subject Officer for RE, DCELLS) presentation in the last WASACRE meeting which focused on Welsh Assembly Government support materials for religious education in the new curriculum.

She also drew attention to the interactive CD ROM, *Jewish Way of Life* produced by The Board of Deputies of British Jews and the Pears Foundation. Members received a copy of the CD ROM to take back to their SACREs. Individuals were able to order copies of the CD ROM from the supporting Jewish Way of Life website, while Tania ap Siôn would e-mail all clerks to SACRE details about how LEAs/SACREs could order free multiple copies to distribute to their schools. *Jewish Way of Life* is appropriate for KS2 and KS3 pupils.

12. Report from the Executive Committee meeting held on 2 March, 2009

Members received a handout summarising the Executive meeting. The Chair drew attention to:

- (a) point 5 concerning the meeting between WASACRE representatives and the Minister of Education on 25 November 2009, and members received a handout detailing the outcomes of that meeting;
- (b) the WASACRE guidance to schools on collective worship legislation Post-16 included in the papers for the meeting.

13. Cyfarfod gyda Brian Gibbons, y Gweinidog dros Gydraddoldeb a Chyfiawnder Cymdeithasol.

Cyflwynodd Leslie Francis adroddiad ar y cyfarfod rhwng cynrychiolwyr CCYSAGauC a Brian Gibbons, y Gweinidog dros Gydraddoldeb Cymdeithasol, ar 10 Mawrth 2009. Yr oedd y cyfarfod gyda Brian Gibbons yn un o ddeilliannau cyfarfod blynyddol CCYSAGauC gyda'r Gweinidog Plant, Addysg, Dysgu Gydol Oes a Sgiliau ym mis Tachwedd 2008, ac yr oedd wedi ei hyrwyddo gan APADGOS. Drwyddo draw, bu'r cyfarfod yn ddefnyddiol o ran datblygu gwell dealltwriaeth o natur a rôl addysg grefyddol ac o ran arwain at dri deilliant ymarferol:

- (a) Gyda chytundeb y Gweinidog Addysg, byddai cynrychiolydd o'r Adran Cydraddoldeb a Chyfiawnder Cymdeithasol yn gwneud cyflwyniad i CCYSAGauC. Byddai CCYSAGauC yn ysgrifennu at y Gweinidog Addysg yn gofyn am gefnogaeth i'r fenter hon.
- (b) Gwahoddwyd CCYSAGauC i ymateb i'r ddogfen ymgynghori ar Gydlynid Cymunedol o safbwynt addysg grefyddol.
- (c) Mewn egwyddor, yr oedd Brian Gibbons yn cefnogi'r syniad o archwilio ffyrdd y gallai ei adran ef, APADGOS a CCYSAGauC gydweithio yn y dyfodol, ac yr oedd yn gefnogol i gynhwysiad y mater ar agenda'r cyfarfod nesaf rhwng cynrychiolwyr CCYSAGauC a'r Gweinidog Addysg.

Derbyniodd yr aelodau daflen a oedd yn crynhoi'r deilliannau hyn.

Diolchodd Mairwenna Lloyd i gynrychiolwyr CCYSAGauC am alluogi mentrau o'r fath, a oedd yn codi proffil CCYSAGauC ymhellach gyda Llywodraeth Cynulliad Cymru.

14. U.F.A.

(a) Cyfeiriodd y Cadeirydd at y newidiadau o bwys a oedd yn digwydd yn y ddarpariaeth HAGA yng Nghymru, a thynnodd sylw arbennig at yr angen i fonitro'r maes hwn y flwyddyn nesaf.

(b) Diolchodd Rheinallt Thomas i awduron dogfen canllawiau CCYSAGauC ar addoli ar y cyd Ôl-16, ac anogodd GYSAG'au unigol i ganolbwyntio ar y mater hwn yn eu hysgolion.

13. Meeting with Brian Gibbons, Minister for Equality and Social Justice.

Leslie Francis reported on the meeting between WASACRE representatives and Brian Gibbons, Minister for Equality and Social Justice, 10 March 2009. The meeting with Brian Gibbons arose as one of the outcomes of WASACRE's annual meeting with the Minister of Children, Education, Lifelong Learning and Skills in November 2008, and was facilitated by DCELLS. Overall, the meeting was useful for developing greater understanding of the nature and role of religious education and for generating three practical outcomes:

- (a) With the agreement of the Minister of Education, a representative from the Department of Equality and Social Justice would make a presentation to WASACRE. WASACRE would write to the Minister of Education requesting support for this initiative.
- (b) WASACRE was invited to respond to the Community Cohesion consultation document from an RE perspective
- (c) In principle, Brian Gibbons supported the notion of exploring ways in which his department, DCELLS, and WASACRE could work together in the future and supported its inclusion on the agenda of the next meeting between WASACRE representatives and the Minister of Education.

Members received a handout summarising these outcomes.

Mairwenna Lloyd thanked WASACRE representatives for enabling such initiatives which raised further the profile of WASACRE with the Welsh Assembly Government.

14. A.O.B.

(a) The Chair referred to the major changes taking place in ITET provision in Wales, and highlighted the need to monitor this area next year.

(b) Rheinallt Thomas thanked the authors of the WASACRE guidance on collective worship at Post-16 document, and urged individual SACREs to focus on this matter with their schools.

<p>(c) Estynnodd y Cadeirydd ei ddiolch i: Michael Gray, a oedd wedi sefyll yn y bwch fel Cadeirydd yn rhan gyntaf y cyfarfod; Richard Landy, Dirprwy Gyfarwyddwr Addysg Pen-y-bont ar Ogwr; y Maer; Jane Thatcher, y Clerc i GYSAG Pen-y-bont ar Ogwr; Carys Thomas, Ymgynghorydd AG; a Garmon Davies, cyfieithydd.</p>	<p>(c) The Chair extended his thanks to: Michael Gray who stood in as Chair for the first part of the meeting; Richard Landy, Deputy Director of Education for Bridgend; the Mayor; Jane Thatcher, Clerk to Bridgend SACRE; Carys Thomas, RE Advisor; and Garmon Davies, translator.</p>
<p>Dyddiad y cyfarfod nesaf: 24 Mehefin 2009, yng Ngwesty'r Ffesant Gwyllt, Llangollen</p>	<p>Date of next meeting: 24 June 2009, Wild Pheasant Hotel, Llangollen</p>