

**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, Nant Hall Road, Prestatyn on Monday, 7th June 2010 at 10.00 a.m.

**PRESENT**

**Representing Denbighshire County Council**

Councillors M.M. Jones (Chair), J.A. Davies, C.M. Evans, G.C. Evans, G.A. Jones and J.G. Yorke

**Representing Religious Denominations**

H. Ellis, R. Elms, B. Wyn Evans, S. Harris, Rev. B.H. Jones and M. Ludenbach

**Representing Teacher Association**

M. Bradshaw, C. Harmsworth, L. Linaker and M. Phillips

**Co-opted Members**

G. Craigen and T. Ap Siôn

**ALSO PRESENT**

Senior Learning Adviser RE (PL) and Clerk to SACRE (KEJ)

**APOLOGIES**

M. Hatch. M.B. Lloyd and E. Wright

**SILENT REFLECTION**

The meeting began with a few minutes silent reflection.

**WELCOME**

The Chair welcomed everyone to the meeting. She also extended a special welcome to Mr. G. Craigen who was attending his first meeting as a co-opted member.

**1 URGENT MATTERS**

In accordance with the requirements of Section 100B(4) of the Local Government Act 1972, the Chair declared that she intended to include for discussion the following matter requiring urgent attention –

## **Election of members to the WASACRE Executive**

### **2 MINUTES**

The minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held on 24th February, 2010 (previously circulated) were submitted.

Page 5 – Item No. 4 Analysis of Inspection Reports on Schools – Councillor C.M. Evans sought clarification on the comment made regarding the criticism leveled at particular schools in terms of weaknesses shown in matters relating to Entrepreneurship and Enterprise and Work related education. It was clarified that this aspect had been included as a negative comment within the Estyn Inspection reports for two schools and had been considered an unfair comment by the SACRE member concerned in the context of Religious Education.

**RESOLVED** that the minutes of the SACRE meeting held on 24th February 2010 be received and approved as a correct record.

### **3 ANALYSIS OF INSPECTION REPORTS ON SCHOOLS**

The Senior Learning Adviser RE submitted a report (previously circulated) analysing the results of the recent inspections of four schools between December 2009 and February 2010 in the provision of Spiritual, Moral, Social and Cultural Development (SMSC), and Religious Education where it was part of the inspection. Inspections had been carried out at Ysgol y Parc, Denbigh, Ysgol Maes Hyfryd, Corwen, Ysgol Bryn Collen, Llangollen and Ysgol Gellifor and a brief history of each school had been incorporated into the report.

The Senior Learning 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. Religious Education had not been inspected at Ysgol y Parc and Ysgol Gellifor. In terms of Key Question 3 – how well do the learning experiences meet the needs and interests of learners and the wider community, three schools had achieved Grade 1 – good with outstanding features whilst one school (Ysgol Bryn Collen) had achieved Grade 4 – some good features but shortcomings in important areas. Despite those shortcomings it was highlighted that the provision for pupils' SMSC development at Ysgol Bryn Collen had good features and no important shortcomings with the school providing pupils with a strong sense of achievement and encouraged pupils to respect the talents of others. It was pleasing to note the 74 positive comments for SMSC across the four schools and the Senior Learning Adviser RE drew members' attention to the 13 outstanding features specific to PSE provision, statutory requirements for RE and collective worship which had been highlighted within the inspection reports for particular schools. Whilst 6 negative comments had been received only one had related to RE with the school not meeting the statutory requirements for RE which would be addressed.

With regard to Religious Education the four schools had received 19 positive comments between them with the 3 negative comments having been made in respect of one school (Ysgol Bryn Collen).

Councillor C.M. Evans felt that it might be confusing for young children to be taught a number of religions in addition to Christianity and she queried whether the teaching of other faiths was a requirement within the curriculum. Ms. L. Linaker advised that she taught children up to age 7 and felt they were not too young to be introduced to other faiths advising that it was important for children to understand that they would encounter other religions and she found that they enjoyed learning about how others worshiped in different ways. The Senior Learning Adviser RE indicated that the Agreed Syllabus had taken this aspect into account and Christianity was taught in the foundation phase with other religions being introduced and explored at other Key Stages in order to broaden the horizons of pupils. Religious Education was locally agreed in order to take into account the ethnicity within the community and he emphasised the importance of interaction with, and learning about, other cultures. Tania Ap Siôn agreed that the Agreed Syllabus dealt appropriately with that issue in its approach to teaching. Other SACRE members also added their support for introducing other faiths to children at an early stage. Mr. G. Craigen referred to the statutory nature of the teaching of additional religions, thus it was not really an issue for SACREs.

Councillor G.C. Evans queried the actions being undertaken in order to address the shortcomings highlighted at Ysgol Bryn Collen. The Senior Learning Adviser RE confirmed that he had visited the school with a view to addressing the issues raised during the inspection and would be visiting the school again at the end of September in order to monitor progress. The Chair referred to the new inspection system being introduced from September 2010 and the impact on the inspection of RE. The Senior Learning Adviser RE confirmed that RE would not be inspected as a separate subject unless schools deemed it to be necessary. Collective Worship and Religious Education would only be commented upon if not meeting statutory requirements so the absence of comments would indicate a satisfactory outcome. Whilst Estyn inspected schools on a six year cycle, the Senior Learning Adviser RE monitored RE in Denbighshire for SACRE on a three year cycle.

The Chair encouraged members to read the full inspection reports for the schools which put the various elements of the inspection into context. She highlighted that two of the schools had performed exceptionally well and it was agreed that letters be sent out in the usual manner congratulating the schools on their positive features with encouragement and support being offered to those schools with identified shortcomings.

***RESOLVED that:-***

- (a) the report be received and noted;*
- (b) a letter be sent to the schools inspected congratulating them on the good features identified and offering the services of the Senior Learning Adviser RE and School Improvement Officers in relation to any areas for development or key issues needing addressing, and*
- (c) the Local Authority be requested to distribute the above letters.*

#### 4 PRESENTATION ON KEY STAGE 2 / KEY STAGE 3 TRANSITION PROJECT

The Senior Learning Adviser RE delivered a power point presentation to members on Key Stage 2 / Key Stage 3 Transition Project entitled 'Archaeological Dig' which was a resource for teachers of RE he had developed. He provided members with some background to the resource based on an idea arising from a television programme during which artefacts were unearthed. The Senior Learning Adviser RE explained that the web based resource, hosted by Flintshire County Council, was used to uncover an artefact with pupils asking questions and investigating its origins in order to engage with beliefs of Christianity and other faiths. He guided members through the project explaining how it was used in practice whereby eight objects, two of each relating to Christianity, Hinduism, Islam and Judaism could be uncovered by Key Stage 2 pupils. A pamphlet was subsequently produced by the pupils which would be reintroduced at Key Stage 3 when they would be asked to produce an IT based power point project followed by a peer assessment.

Members were advised that the project was currently being piloted by Denbigh High School and five of its feeder schools and it was hoped that a Welsh version would also be produced by the end of the year. The Chair expressed her disappointment regarding the delay in producing the Welsh version. Mr. G. Craigen referred to the difficulties in translating materials subject to change and felt the delay needed to be accepted when such resources were introduced on a trial basis. The Council felt that the resource was an excellent means of engaging children and introducing them to different faiths and would prove a valuable tool in counteracting the dip in pupil performance from pupils at Key Stage 2 to Key Stage 3. In response to questions the Senior Learning Adviser RE confirmed that the resource could be used time and time again and could possibly be introduced for other topics and subjects. He assured members that children who had not been involved with the project at Key Stage 2 would not be disadvantaged as different groups of pupils would be considering different artefacts and this aspect had been taken into account in the pilot. The Chair asked that feedback on the pilot be submitted to SACRE's next meeting in October 2010.

The Senior Learning Adviser RE also drew members' attention to a number of resources he had used during his time as Head of RE at John Bright School, Llandudno (as previously requested by members) and particularly elaborated upon the following materials –

- Interactive Jigsaws
- Interactive Power point (Plenary Quiz)
- Interesting Websites
- Use of Video

He emphasised the importance of such materials in engaging pupils and capturing their imagination. Members were also advised that two development days had been arranged on 22 and 29 June whereby teachers could meet in order to share ideas and good practice for particular key stages. The development days had been promoted in schools and initial indications showed a positive response with thirty teachers having indicated their intention to attend.

The Chair thanked the Senior Learning Adviser RE for his interesting and informative presentation and members were encouraged by the initiatives being undertaken in order to share best practice and further develop resource materials in order to effectively engage pupils in RE.

**RESOLVED** that:-

- (a) *the presentation by the Senior Learning Adviser RE be received, and*
- (b) *feedback on the resource project currently being piloted at Denbigh High School be submitted to SACRE's next meeting in October 2010.*

## **5 WALES ASSOCIATION OF SACRES**

### **5(a) Minutes of WASACRE – 18th March 2010**

The minutes of the meeting of the Wales Association of SACREs (WASACRE) held at the Council Chamber, Civic Centre, Swansea on 18 March 2010 (previously circulated) were submitted for members' information.

Reverend B.H. Jones reported upon the meeting he had attended which had proved a beneficial and worthwhile experience. He particularly drew members' attention to the presentations by Detective Superintendent Pam Kelly, Dyfed Powys Police who had discussed the importance of RE for jobs in the public sector with particular reference to the police service and the NAPfRE presentation by Norma Glass on learning outside the classroom: places of worship. The Chair had been disappointed that she had been unable to attend the meeting in March but indicated that she was looking forward to attending the next meeting which was being held in Wrexham on 24 June 2010.

**RESOLVED** that *minutes of WASACRE held on 18th March 2010 be accepted.*

### **5(b) SACREs and the Local Community Survey**

The Senior Learning Adviser RE referred to a survey entitled 'SACREs and the Local Community' (previously circulated) provided by WASACRE for all SACREs in Wales to complete regarding SACRE representation, involvement with local interfaith organisations and other interfaith initiatives. Completion of the survey would contribute to WASACRE's report mapping the relationships between SACREs and their local communities and also exemplify ways in which SACREs contribute in their local contexts to the Welsh Assembly Government's cross-cutting theme of community cohesion.

Whilst some of the questions could be easily answered through the administration role, others warranted further discussion by SACRE. In response to a question from Councillor C.M. Evans regarding the acceptability of particular religions to be represented on SACRE, Mr. G. Craigen elaborated upon the statutory requirements for the composition of the Religious Denominations reflecting the variety and numerical representation of the different faith communities in the area. Despite

approaches being made to the Muslim and Jewish faith communities no representatives for those religions had been obtained. Mr. Craigen also referred to the difficulties in filling other outstanding vacancies on SACRE despite best endeavours. Councillor G.A. Jones suggested that contact be made with the three Roman Catholic schools in an attempt to fill the Roman Catholic vacancy.

During consideration of the survey questions members particularly commented on the following –

Section A – Questions 2 & 3 – SACRE had experienced difficulties in securing representation for Christian denominations having a number of outstanding vacancies despite best efforts to fill them. Appropriate representation from the Muslim and Jewish Communities had also been sought but had not been secured. Accordingly SACRE could not be satisfied that its membership appropriately reflected the relevant Christian denominations and other religions and their denominations in the area despite best endeavours.

Section B – Questions 1 & 2 – Individuals had been co-opted onto SACRE in light of their experience and the valuable contribution they would make to meetings.

Section C – Question 1 – There were contacts with Christian denominations and other religions and their denominations in the area through SACRE's individual members.

Section C – Question 2 – The local authority had associations with both the Jewish and Islamic Centres and schools were provided with those links.

Section C – Question 3 – Projects or activities involving others included the Christianity Experience Day in St. Asaph Cathedral, Millennium Service and the Jewish Way of Life Exhibition.

Section C – Question 5 – SACRE would be promoting relations through the forthcoming RE Festival and Resilience project.

Section D – Questions 1 & 2 – A local forum of faiths in the area would include the church together group 'Cytun' which SACRE member Reverend B.H. Jones was involved in.

Section D – Questions 3 – 7 – Given the absence of local interfaith groups in the area SACRE did not have an involvement.

Following the above discussion, and in response to a question from the Chair, Tania Ap Siôn indicated that WASACRE would be collating the questionnaire responses and providing an official report on the work of SACREs in their local communities by September 2010.

**RESOLVED** that:-

- (a) *the Senior Learning Adviser RE be asked to complete and return the survey entitled 'SACREs and their local communities' taking into account members' responses as detailed above, and*
- (b) *the report produced by WASACRE following the collation of responses to the questionnaire be submitted to a future meeting of SACRE.*

## **6 RE FESTIVAL**

The Senior Learning Adviser RE referred to a leaflet (previously circulated) informing members about the forthcoming RE Festival in March 2011 which was a month long celebration of promotion of RE through schools. The aims of RE month had been detailed within the leaflet and included the provision of a showcase for enjoyable and relevant religious education with pupils of all abilities and age groups and strengthening links between RE and local, regional and national faith communities.

During the ensuing discussion, the Senior Learning Adviser RE put forward a number of initiatives for the celebration including a competition for the best video/montage from the schools primary and secondary sectors for each key stage. Other ideas included visits, debates, presentations, newsletters and displays, etc focusing on schools, public buildings, the local authority and religious communities. Members were advised that the festival was an opportunity to discuss ideas as to how RE could be promoted. The Senior Learning Adviser RE also suggested a mini launch event held locally in St. Asaph Cathedral and to invite the press to attend and asking schools to provide a showcase of RE together with an exhibition of work within schools. Members were keen for other buildings to be used for exhibitions and displays including libraries and the Scala in Prestatyn. The need to cater for all age ranges was emphasised together with ensuring the largest audience possible for events. It was also recommended that approaches be made to the Cathedral Dean at the earliest opportunity as their calendar was very busy.

In response to a question from the Chair the Senior Learning Adviser RE indicated that specific funding for the festival was not being provided. The Chair suggested that a Sub Committee be established in order to discuss ideas and take the matter forward and sought expressions of interest from SACRE members in that regard. It was agreed that a date for the first meeting be agreed between those interested members at the end of today's SACRE meeting.

### ***RESOLVED that:-***

- (a) *the leaflet regarding the forthcoming RE Festival be received and noted, and*
- (b) *a Sub Committee consisting of the Chair, Councillor M.M. Jones, Mr. G. Craigen, Ms. T. Ap Sion and Mrs. S. Harris be established to meet with the Senior Learning Adviser RE with a view to promoting RE during the month long celebration in March 2011 with a report back thereon to this SACRE in October 2010.*

## **7 RESILIENCE PROJECT**

The Senior Learning Adviser RE referred to a leaflet (previously circulated) regarding the REsilience project managed by the RE Council of England and Wales.

Mr. G. Craigen reported upon the background and context to the REsilience project (for which he was Lead Mentor in Wales) which was funded by the Home Office with the focus on building teacher confidence and skills in addressing controversial issues which was particularly relevant for RE. A pilot had been completed in England and the project was currently being piloted in five schools in Wales, the closest being Wrexham and Ysgol Maes Garmon, Flint prior to being rolled out to other schools in September 2010. A self evaluation would be undertaken by schools following a visit by the mentors to provide appropriate training and resources. Mr. Craigen advised that it was a very exciting project and another way of reminding the community that RE had a significant contribution to make and enabled schools to encourage open dialogue in classrooms and recognise that there were differences. In response to a question regarding funding for the project, Mr. Graigen indicated that the Home Office had committed funding for the initial phase of the project up until June 2010. Whilst there was a second intended phase it remained to be seen whether the project would continue. A significant part of the project was the use of Gateway Documents as a valuable resource providing further links and guidance to teachers which would be provided bilingually in Wales. Councillor J. Yorke had been pleased to hear of the project which she felt would prove extremely useful and helpful to teachers based on her previous experience of such issues when working in a high school in East London following the 9/11 tragedy.

**RESOLVED** that the leaflet regarding the REsilience project managed by the RE Council of England and Wales together with the verbal report thereon by Mr. G. Craigen, Lead Mentor in Wales be received and noted.

## **8 DATE OF NEXT MEETING**

The Chair reminded members that the next meeting of Denbighshire SACRE would be held at 10.00 a.m. on 11 October 2010 in the Council Chamber, Russell House, Churton Road, Rhyl. She was also disappointed to note that no officer had been present at today's meeting from the Council's Lifelong Learning Directorate and indicated that she would ask for an officer to be present at SACRE's next meeting.

## **9 URGENT MATTER – ELECTION OF MEMBERS TO THE WASACRE EXECUTIVE**

(This item was considered as a matter of urgency, notice having been given by the Chair at the commencement of the meeting)

The Senior Learning Adviser RE verbally reported upon the three nominations received for the two places on the Executive Committee, namely County Councillor Huw George, Pembrokeshire, Mary Parry, Carmarthenshire and Dafydd Treharne, Vale of Glamorgan and sought members' views on those candidates.

Members considered the background and experience of the three candidates and following a brief discussion it was –



**RESOLVED** that Mary Parry, Camarthenshire and Dafydd Treharne receive Denbighshire SACRE's vote for election to the WASACRE Executive Committee.

Prior to the close of the meeting the Chair thanked the Senior Learning Adviser RE, Clerk to SACRE and the Simultaneous Translator for their work and members for their attendance and contribution to debate.

The meeting concluded at 12.05 p.m.

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

Date of Meeting:

11 October 2010

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 Senior Learning Adviser RE and School Improvement Officers in relation to any areas for development or key issues needing addressing.  
To request the LA to distribute the letters to the schools involved.

**CONTEXT COMMENTS: INSPECTION REPORTS**  
**DENBIGHSHIRE SACRE**

11 October 2010

**4 Schools**

<b>School</b>	<b>Dates</b>	<b>Rg. Inspector</b>	<b>SMSC Ins./ Key Question 3</b>	<b>RE Ins.</b>
<b>Ysgol Betws Gwerful Goch</b>	<b>10-05-10</b>	<b>Len Jones</b>	<b>Llinos Mary Jones</b>	<b>Not Inspected</b>
<i>Betws Gwerful Goch Primary School is situated in a pleasant location above the village, five miles from Corwen. The school's catchment is a rural, agricultural area. The school describes the area as one that is not particularly economically prosperous or particularly underprivileged. Although this is a traditionally a Welsh speaking area, only 38% of the pupils on roll come from Welsh speaking homes. 15% of pupils receive free school meals. During inspection, there were 41 pupils on roll, including 4 part time nursery age children.</i>				
<b>St Brigid's Primary &amp; Secondary School</b>	<b>10-05-10</b>	<b>Peter Harris</b>	<b>Delyth Williams</b>	<b>Not Inspected</b>
<i>St Brigid's is a voluntary-aided school. The school caters for learners between the ages of three and 19. There are 491 pupils and students on roll. Currently there are 146 boys and girls in the primary department, including 11 in the nursery; in the secondary department there are 345 learners, including 286 pupils in Y7-11 and 58 students in VI Form. All learners in the secondary department are girls apart from 10 boys in Y7. While the school seeks to provide a Christian education based on the Roman Catholic tradition pupils from all denominations are welcomed. In the secondary school 20 pupils and students are boarders. Less than 3% of pupils claim free school meals. Less than 1% of pupils come from homes where Welsh is the first language. In the primary department 22 pupils are on the register of special educational needs (SEN) of which 3 carry statements. In the secondary department, the corresponding figures are 41 and 5 respectively.</i>				
<b>Ysgol Llanfair DC</b>	<b>07-06-10</b>	<b>Merfyn Lloyd Jones</b>	<b>Mary Davies</b>	<b>Not Inspected</b>
<i>Ysgol Llanfair DC is a bilingual school. Although English is the main language of the home for the majority of learners, 65% have chosen to receive their education through the medium of Welsh. There are 105 pupils on roll, including 11 of nursery age. The school states that the majority of learners come from a catchment area that is neither prosperous nor economically disadvantaged. 6% of learners have registered on the school's census form as entitled to free school meals. 13 learners are either on school action or school action plus for additional support.</i>				
<b>Rhyl High School</b>	<b>6 – 8 July 2010</b>			
<i>Re-inspection</i>				

# Analysis of Inspection Reports Denbighshire SACRE

11 October 2010

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

### POSITIVE COMMENTS

#### Curriculum Cymreig / The Welsh Dimension

3 Schools

- The school succeeds outstandingly in developing pupils' bilingual skills. In key stage 2, pupils' ability in the purposeful and concurrent use of language in various areas, together with their use of both languages across the curriculum is outstanding. (*Ysgol Betws GG*)
- Learners' bilingual proficiency is successfully developed across the school. (*Ysgol Llanfair DC*)
- The school's operation of bilingual teaching across the school, showing equal respect to both languages, is outstanding. (*Ysgol Llanfair DC*)
- The policy for promoting bilingualism is good. (*St Brigid's School*)
- The policy for promoting bilingualism has a very positive impact in the Foundation Phase and KS1. (*St Brigid's School*)

#### Compliance with statutory requirements for collective worship 3 Schools

- The school is meeting the statutory requirement to provide a daily act of collective worship. (*Rhyl H. S.* )
- Collective worship sessions meet statutory requirements. (*Ysgol Llanfair DC*)
- The school curriculum complies with current statutory and regulatory requirements, including that of a daily act of collective worship. (*St Brigid's School*)
- The school complies with statutory requirements for a daily act of collective worship. (*St Brigid's School*)

#### Extra-curricular activities / opportunities

3 Schools

- Pupils are given valuable and regular opportunities to participate in extra-curricular activities, in activities such as art and sports clubs as well as the Urdd club. (*Ysgol Betws GG*)
- The curricular provision is enriched by an outstanding range of extra-curricular activities such as the gardening club run by parents and sports club under the vicar's care. (*Ysgol Llanfair DC*)
- The school provides a wide range of enrichment experiences for all its pupils, for example the Combined Cadet Force and the 5 X 60 activities . There are a number of clubs, most of which are well supported and all of which foster pupils achievements and personal and social development. (*St Brigid's School*)

## **Awareness / Promotion of sustainable development**

**3 Schools**

- There is excellence in the way in which the school has ensured substantial finance in order to develop appropriate and effective facilities to create a garden on the site. This enhances pupils' personal development through nurturing their sense of ownership, their care for the plants, their ability to work with others and to show respect for the environment. *(Ysgol Betws GG)*
- The school makes a very good contribution towards sustainability. All food waste is used as compost for the garden, and paper and plastic are regularly recycled. *(Ysgol Betws GG)*
- Pupils have a very good understanding of how they can play a part in reducing their carbon footprint. *(Ysgol Betws GG)*
- The school is working conscientiously and consistently towards gaining the Eco-Schools' Green Flag. *(Ysgol Betws GG)*
- Suitable opportunities are provided for learners to take responsibilities as citizens in recycling. *(Ysgol Llanfair DC)*
- The school provides a good education in sustainable development. *(Ysgol Llanfair DC)*
- The school has received an Eco Schools bronze award. *(Ysgol Llanfair DC)*
- Water harvesting and composting practices are well-established at the school as well as recycling paper, card, stamps, mobile phones, clothes, food and other items. *(Ysgol Llanfair DC)*
- There is an Eco-Club for primary pupils, who received the bronze award and all pupils take parting recycling activities. *(St Brigid's School)*

## **Entrepreneurship & Enterprise**

**2 Schools**

- The 'Busnes Blodau' was established recently by Y6 pupils. The pupils manage this initiative which will eventually enable the school to make a profit from the sale of plants. *(Ysgol Betws GG)*
- All pupils in the school will regularly provide stalls and create products to be sold during school fairs. *(Ysgol Betws GG)*
- The school's provision to develop enterprise skills is good. *(Ysgol Llanfair DC)*

## **Charities and Good Causes**

**2 Schools**

- Learners' contribute annually to a variety of humanitarian causes, such as Operation Christmas Child or the Haiti Appeal. They are aware of the needs of children less fortunate than themselves in countries such as Lesotho. *(Ysgol Betws GG)*
- Suitable opportunities are provided for learners to take responsibilities for fundraising for good causes such as the Haiti Appeal. *(Ysgol Llanfair DC)*

### **Opportunities for collaboration / Co-operation**

**2 Schools**

- The school works effectively with nearby schools within the Edeyrnion cluster to offer valuable experiences to pupils in the areas of sports and drama. *(Ysgol Betws GG)*
- The school collaborate appropriately on moderating pupils' work with the cluster of schools, and portfolios of levelled work have been created in the four core subjects. *(Ysgol Betws GG)*
- The school is currently collaborating closely with the cluster schools to create revised work plans re 2008 Curriculum. This collaboration is praised within a broader professional community as is the bespoke use of expertise. *(Ysgol Llanfair DC)*
- There is a close collaboration between the school and the local secondary school. *(Ysgol Llanfair DC)*
- Along with extra-curricular activities in sports, pupils participation in concerts, eisteddfodau, the book quiz, services and public presentations reinforce their communication and collaboration skills. *(Ysgol Llanfair DC)*

### **Links with / Involvement in the local community**

**2 Schools**

- The school has a very good link with its community and is at the heart of activities in the local community. *(Ysgol Betws GG)*
- The partnership with parents, the community and other academic institutions is good with some outstanding features. *(Ysgol Llanfair DC)*
- There is a close link between the school and the Church, Pwll-glas Hall, Neuadd Eleanor, Ruthin Hospital, Old People's Home, Friends of Llanfair, Llysfasi Collage, Llanfair Sports, The Parish Church, Sylfaen. The school's commitment to the activities of its extended region is an outstanding feature. *(Ysgol Llanfair DC)*

### **Equal Opportunities**

**2 Schools**

- Equal opportunities are ensured for all pupils within the school. There is no differentiation based on ability, race, gender or background, as the school ensures that all pupils partake in planned activities. *(Ysgol Betws GG)*
- The school ensures that boys and girls alike receive the same sporting opportunities. *(Ysgol Betws GG)*
- Each learner received equal access to the curriculum and other school activities. *(Ysgol Llanfair DC)*
- No learner suffers social disadvantage and each gets their full opportunity visits including residential ones. *(Ysgol Llanfair DC)*

### **Statutory requirements for RE**

**2 Schools**

- The school ensures access to each aspect including religious education. *(Ysgol Llanfair DC)*
- All pupils follow the GCSE course in religious education. *(St Brigid's School)*

**Work related education** **2 Schools**

- Pupils regularly visit places of work, such as local farms and Coleg Llysfasi, as part of their thematic activities. (*Ysgol Betws GG*)
- Careers Wales provides a good service and all Y11 pupils receive individual interviews. Y10 pupils undergo work experience and mock interviews. (*St Brigid's School*)

**Personal Development** **1 School**

- Learners' personal development is promoted well, and they receive opportunities to contribute annually to a variety of humanitarian causes, such as Operation Christmas Child or the Haiti Appeal. They are aware of the needs of children less fortunate than themselves in countries such as Lesotho. (*Ysgol Betws GG*)
- Two days a week pupils from different classes work in the school garden. This is an activity that enhances pupils' personal development. (*Ysgol Betws GG*)

**Quality of acts of collective worship** **1 School**

- The quality of collective worship sessions is good. (*Ysgol Llanfair DC*)

**Quality of relationships** **1 School**

- Support staffs' contribution is very valuable to school life. (*Ysgol Llanfair DC*)
- Close collaboration was witnessed between support staff and teachers and this strengthens the provision for raising standards. (*Ysgol Llanfair DC*)

**Opportunities to reflect** **1 School**

- Opportunities for learners to reflect on services promote spiritual development well and the vicar supports this. (*Ysgol Llanfair DC*)

**Aims / General Ethos** **1 School**

- The happy ethos and obvious respect between all is an outstanding feature of the school. (*Ysgol Llanfair DC*)

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

- The everyday life of the school promotes the learners' moral and social development. (*Ysgol Llanfair DC*)

**Spiritual Development** **1 School**

- The everyday life of the school promotes learners' spiritual development. (*Ysgol Llanfair DC*)
- Opportunities for learners to reflect on services promote spiritual development well. (*Ysgol Llanfair DC*)

**Cultural development** **1 School**

- The cultural development of pupils is promoted through extensive competition in the Urdd Eisteddfod and Pwll-glas Eisteddfod. (*Ysgol Llanfair DC*)
- Pupils have taken part in an arts initiative to produce a wall hanging for Pwll-glas Hall under the guidance of the artist Cefyn Burgess. (*Ysgol Llanfair DC*)

**Staff / Adults as role models** **1 School**

- The everyday life of the school and the example set by the adults also promote the learners' spiritual, moral and social development. (*Ysgol Llanfair DC*)

**Pupil progress / Gaining in confidence / skills** **1 School**

- In Key Stage 2 pupils make good progress in their basic and key skills. (*Ysgol Llanfair DC*)
- Y3 pupils spend a morning a week, as part of the Forest School Initiative, in a nearby forest developing a number of outdoor skills with the aim of developing confidence, social, communication and motor skills. (*Ysgol Llanfair DC*)

**Programme for / Impact of PSE provision** **1 School**

- Planning and provision for the development of pupils' personal, social, spiritual and moral development is good in the Foundation Phase and KS1. (*St Brigid's School*)

**Global citizenship / World education / International links** **1 School**

- The school provides a good education in global citizenship. (*Ysgol Llanfair DC*)

**Health awareness / Healthy schools initiatives** **1 School**

- The school is working conscientiously and consistently towards gaining Phase 3 in the Healthy Schools' scheme. (*Ysgol Betws GG*)

**Understand the needs of others** **1 School**

- Pupils are aware of the needs of children less fortunate than themselves. (*Ysgol Betws GG*)



**Educational visits / Visitors** **1 School**

- The school provides regular opportunities for pupils to visit interesting places that enrich their experiences. (*Ysgol Llanfair DC*)
- Every opportunity is seized to invite visitors to the school to enrich the experiences of pupils such as the policeman, librarian, the elderly etc. This offers a variety in provision and enrich experiences to learners that deepen their interest and understanding of the areas in question. (*Ysgol Llanfair DC*)

**NEGATIVE COMMENTS**

**Work related education** **2 Schools**

- As yet the school has not created an appropriate link with wider industry beyond their locality. (*Ysgol Betws GG*)
- Very few pupils undertake vocational courses and enterprise activities are limited. (*St Brigid's School*)
- Links with local and other employers are underdeveloped. (*St Brigid's School*)
- The provision for effective work-related education across the school is limited and restricted mostly to KS4. (*St Brigid's School*)

**Quality of acts of worship** **1 School**

- Ensure a more devout and worship atmosphere during the collective worship sessions. (*Ysgol Betws GG*)

**Opportunities to reflect** **1 School**

- There is insufficient opportunity for the pupils to reflect devoutly on what is presented during acts of collective worship. (*Ysgol Betws GG*)

**Independent learning skills** **1 School**

- Address the shortcomings in the quality of teaching and assessment in the development of pupils and students as independent learners. (*St Brigid's School*)

**Curriculum Cymreig / The Welsh Dimension** **1 School**

- Raise the standards and achievements of learners' bilingual skills. (*St Brigid's School*)

**Links with / Involvement in the local community** **1 School**

- Links with the community are undeveloped. (*St Brigid's School*)

**Programme for / Impact of PSE provision****1 School**

- Ensure the delivery of all aspects of PSE. (*St Brigid's School*)
- At KS3 there are no designated PSE lessons. (*St Brigid's School*)
- The programmes of delivery of PSE at KS3, KS4 and VI form are in outline only, lacking specific detail and consistency. (*St Brigid's School*)
- The national framework for PSE is not followed adequately. This is an important shortcoming. (*St Brigid's School*)

**Global citizenship / World education / International links****1 School**

- Although many subject areas contribute to global understanding, the policy is in draft form and there is no co-ordinator for this aspect of the curriculum. (*St Brigid's School*)

**Entrepreneurship & Enterprise****1 School**

- There are limited opportunities for learners to develop their entrepreneurial skills. (*St Brigid's School*)

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

Date of Meeting:

11 October 2010

Agenda Item:

**4**

Report Details

*Background to the Report:*

It is a statutory requirement on the SACRE to produce and Annual Report of its work, and that this Annual Report be made available to DCELLS by December 31st.

*Purpose of the Report:*

To identify and record the work of the SACRE for the year from September 2009 – July 2010

*Recommendations:*

- To approve the report, subject to any amendments, as an accurate account.
- To request the LA to have the report translated into Welsh, printed, and distributed to all schools and colleges in Denbighshire, and other recipients as required by law and as identified in the report.

Agenda Item No. 4

**Annual Report**

**of**

**Denbighshire  
Standing Advisory Council  
for Religious Education**

**2009 - 2010**

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Page No:

### **1. Executive Summary**

### **2. Advice given to the LEA:**

- a) Religious Education and the Agreed Syllabus
- b) Methods of teaching, choice of teaching materials and provision of Initial Teacher Training
- c) Collective Worship

### **3. Other Matters:**

- a) Local matters
- b) National matters:
  - i. Estyn
  - ii. DELLS
  - iii. WASACRE
  - iv. Complaints

### **4. Appendices:**

- a) Composition of SACRE
- b) Number and dates of meetings
- c) Organisations receiving the report
- d) Focused evidence: statistics

## The Annual Report.

### 1. Executive Summary

<i>Topics/Issues:</i>	<i>Advice given:</i>	<i>Implemented By LEA:</i>
RE: Agreed Syllabus	The new Agreed Syllabus and Comprehensive Guide for RE are continuing to be used in schools to inform their planning and preparation.	✓
RE: Standards	Following consideration of Inspection Reports, schools be sent letters congratulating them for the good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers in addressing issues; following consideration of Supportive Review Visits, schools be sent letters congratulating their good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers in addressing any areas for development.	✓ ✓
RE: Methods of Teaching	The additional guidance and support for the Agreed Syllabus to include guidance on teaching and learning; advice on methodology included in visits to schools by the Senior Learning Adviser RE.	✓ ✓
RE: Choice of Teaching Materials	No formal guidance, but the additional support and guidance for the Agreed Syllabus includes reference to some teaching materials. Good practice and sharing forums have provided resources, showcased and shared across primary RE coordinators. A Key Stage 2/3 bridging unit is currently being piloted consisting of high quality lessons and resources.	✓ ✓ ✓
RE: Provision of ITT	No visits possible this year.	
Collective Worship	Following consideration of Inspection Reports, letters be sent to schools congratulating them for the good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers to address any issues.	✓

Other Matters: Local	Key Stage 2/3 bridging unit presented to members informing them of the good practice.	✓
Other Matters: National	Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship; Members be informed about developments and initiatives undertaken by DCELLS; the SACRE maintain its membership of WASACRE and that representatives attend and report back on the meetings of the association.	✓ ✓ ✓
Other Matters: additional	No other additional matters.	
Complaints	No complaints received.	

## **2. Advice given to LEA**

### **a) Religious Education**

#### **The Agreed Syllabus**

The agreed Syllabus continues to aid schools in revising and updating their schemes of work. From visits by the Senior Learning Advisor RE to schools, and from reports made by teachers and head teachers, the Agreed Syllabus (based on the *National Exemplar Framework for Religious Education for 3 – 19 year olds in Wales*) and the supporting Comprehensive Guide to Religious Education had been well received by teachers and schools. Commendations of the material continue to be made.

Many schools are still in the process of revising their schemes of work in light of the 2008 agreed syllabus. Updating schools schemes of work in light of the 2008 agreed syllabus is still a recommendation being used widely by the Senior Learning Advisor RE.

#### **Standards**

##### Examination results

The February meeting of SACRE received details of the examination results for 2009.

Members were pleased that overall the results for GCSE Full Course had improved, and that they were above the national figures (9.8% above for all learners, 13% for boys and 7.6% for girls). This has continued the improvement from last year.

The short course GCSE results continue to be disappointing, compared with national trends. The results were down on the previous year, and remain below the national figures (6.3% below for all candidates, 7.7% below for boys and 6.2% below for girls).

The members were informed of some schools using the short course to ensure that the majority of pupils to receive a qualification in RE and stream the more able candidates to the full course.



Advanced Level results for all learners improved on last year by 8.6% and above the current national figures by 6.7%. (10.2% above for boys and 15.1% above for girls, boys' local results improved by 28.7%)

### Inspection Reports

The reports of RE in five schools were analysed during the year. The results in terms of standards were recorded in three of these schools as follows:

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

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

<i>Good Features identified in Inspection Reports:</i>	<i>No. of schools:</i>
Knowledge / Understanding of the Bible / Bible stories	5
Knowledge / Understanding / Inclusion of religions other than Christianity	5
Knowledge / Understanding of Christianity	4
Standards of achievement	3
Visits to local churches / Chapels / Places of Worship	3
Composing of / Writing own prayers	3
Knowledge / Awareness of famous lives	3
Knowledge / Understanding of religious concepts / themes	3
No Shortcomings	3
Opportunities for the development / expression of personal beliefs	2

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

- Understanding of community and of responsibility for members
- Aware of the impact of belief on lifestyle
- Opportunities / Ability to express own ideas / views
- Familiarity with technical terms / vocabulary
- Understand the need for / Show sensitivity to other beliefs / values
- Use of ICT in RE

Only the following area of concern was raised in two or more schools:

<i>Negative comments identified in Inspection Reports:</i>	<i>No. of schools:</i>
Opportunities for / Ability to reflect on aspects of work	2

All other areas of concerns raised in the reports were for individual schools:

- Knowledge / Understanding / Inclusion of religions other than Christianity
- Use of artefacts to enhance teaching and learning
- Nature / Quality of tasks set in lessons
- Assessment / Recording of pupil work / Achievement / performance

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

#### Supportive Review Visits

No supportive review visits were reported to SACRE during the year.

#### **b. Methods of teaching**

The SACRE and LA have provided comprehensive documents and materials in support of the Agreed Syllabus, and these contain advice on methods of teaching and delivery of RE.

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

INSET sessions have been conducted as a part of the criteria in the Better Schools Fund in terms of meeting the requirements of the revised school curriculum. These sessions have been well attended and found useful and informative by schools.

A termly twilight INSET has started to encourage primary teachers to share good practice and resources.

## **Choosing teaching resources**

### **Choosing teaching resources**

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

The twilight INSET offered opportunities for primary RE teachers to discuss resources and good practice. These will continue on a termly basis.

### **Provision of Initial Teacher Training**

For a variety of reasons it had not been possible during the year to make a visit to or receive a visit from an Initial Teacher Training Institute, but it is hoped that this process can be continued in a future year.

## **c) Collective Worship**

### **Monitoring provision**

#### **Inspection Reports**

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

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

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

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

<i>Good features of SMSC identified in Inspection Reports</i>	<i>No of schools</i>
Curriculum Cymreig / The Welsh Dimension	11
Awareness / Promotion of sustainable development	11
Links with / Involvement in the local community	10
Programme for / Impact of PSE provision	10
Provision for SMSC development	10
Extra-curricular activities / opportunities	9
Global citizenship / World education / International links	9
Pupil progress / Gaining in confidence / skills	7
Charities and good causes	7
Educational visits / visitors	7
Statutory requirements for RE	6
Moral (and social ) development / provision	5
Knowledge / Understanding / Awareness of other cultures or traditions	5
Equal opportunities	5
Cultural development	4
Quality of acts of collective worship	4
Work of School Council	4
Health awareness / Healthy schools initiatives	4
Character of acts of collective worship	3
Dealing with social deprivation and stereotyping	3
Work related education	3
Opportunities for collaboration / Co-operation	3
Staff / Adults as role models	3
Raising of moral issues for discussion / study / consideration	3

Compliance with statutory requirements for collective worship	3
Observance / promotion of values / good manners / respect	3
Opportunities for responsibility and initiative	2
Contribution of collective worship to SMSC development	2
Knowledge and understanding of right and wrong	2
Spiritual development	2

All other good features were for individual schools:

- Social development / Interaction / Interpersonal skills
- Opportunities for / Quality of discussions
- Entrepreneurship and Enterprise
- Pupil contribution to acts of collective worship
- Opportunities to reflect
- Policy on racism / Promotion of racial harmony
- Personal development
- Independent learning skills

As regards negative features, the following areas of concern were noted in Inspection Reports for SMSC for two or more schools were:

<i>Negative features identified in Inspection Reports</i>	<i>Schools</i>
Curriculum Cymreig / The Welsh Dimension	5
Entrepreneurship and Enterprise	4
Work related education	3
Pupil progress / Gaining in confidence / skills	2

All other areas of concern were for individual schools:

- Opportunities to reflect
- Awareness / Promotion of sustainable development
- Health awareness / Healthy schools initiatives
- Statutory requirements for RE
- Global citizenship / World education / International links
- Contribution of collective worship to SMSC provision
- Pupil contribution to acts of collective worship
- Spiritual development

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

#### Supportive Review Visits -

There were no supportive review visit reports presented to SACRE this year.

#### **iii) Guidance Documents**

As staff move schools and new staff are appointed, they are made aware of guidance documents on Collective Worship and RE. 'A comprehensive guide to RE' developed by three authorities is often referenced to in recommendations to schools by the Senior Learning Advisor RE.

#### **iv) Resources recommended**

The guidance documents referred to above contain references to resources valued and recommended or evaluated by serving teachers. Additional advice is offered by the Senior Learning Advisor RE through visits to schools, whether for the Supportive Review monitoring visits, planned support visits, or specific school based INSET sessions. In addition, advice is offered in response to specific requests. Also schools are informed of resources through the RE News which is distributed to all schools, and they have access to the Welsh National Centre for RE resources at Bangor University and also the St Mary's Centre based at St Deiniol's in Hawarden.

Once the pilot for the Key Stage 2/3 bridging unit resources has been completed they will be available for all Conwy schools.

#### **v) INSET for Collective Worship**

No courses have been provided as a result of the criteria for the Better Schools Funding not enabling such courses to be funded.

## **vi) Evaluation of the effectiveness of guidance**

No formal evaluation of the original guidance material has been undertaken, but responses from schools to the materials, and comments offered through school visits have indicated how much the schools have valued the materials and used them in planning and enhancing their provision. Evaluation of the Spiritual Development in the School and the Curriculum Guidance Document has not yet taken place.

### **Determinations**

There were no applications for a determination made to SACRE.

## **3) Other Matters**

### **a) Local**

A Transition Unit developed to bridge the gap between primary and high school is being trialled. The resource reflects the Locally Agreed Syllabus. Although it is currently a pilot, all schools will have access to the resource in 2011.

Following Gavin Craigen's appointment as Executive Director of The St Giles Centre for Religious Education and Spiritual Development, Philip Lord was appointed in January 2010 as Senior Learning Advisor for RE and Officer to SACRE.

### **b) National**

#### **(i) Estyn:**

Inspection Reports on schools were received and analysed, as reported.

#### **(ii) DCELLS:**

The SACRE has been informed of developments and initiatives undertaken by or through the Department for Children, Education, Lifelong Learning and Skills. Members had been informed and responded positively to the national REsilience project being piloted in Wales.

### **(iii) WASACRE**

Members of SACRE and the LA were represented at all the meetings of WASACRE, and received some of the presentations that had been made. SACRE continued to receive reports from representatives attending the meetings of the Association, and also receiving of minutes and papers from WASACRE.

'Celebrate RE' in March 2011 has been discussed by members with ideas to how this can be promoted by both the county and schools.

### **(iv) Complaints**

No complaints were received by the SACRE.

Draft



#### 4. Appendices:

##### a) Composition of SACRE

###### Representing Religious Denominations:

###### Church in Wales

Sylvia Harris  
Elaine Wright

###### Baptist Union

*Nomination awaited* (Welsh)  
*Nomination awaited* (English)

###### Methodist

Heulwen Ellis

###### Union of Welsh Independents

B Wyn Evans

###### Salvation Army

Captain Angela Tucker

###### Roman Catholic

Mary Ludenbach  
*Nomination awaited*

###### Presbyterian

Rev. Brian H Jones (Welsh)  
Christine Thomas (English)

###### United Reformed

Michael Hatch

###### Religious Society of Friends

R Elms

###### Evangelical Movement Wales

Rev. Philip J Collinson (until June'09)  
*Nomination awaited*

###### Representing Teacher Associations:

###### Secondary Headteacher

Roger Hayward (until June'09)

###### Secondary RE Specialists

Cate Harmsworth

###### Special School Teachers

Isobel Barros-Curtis

###### Infant Classroom Teacher

Mairwenna Lloyd

###### Junior Headteacher

*Nomination awaited*

###### Infant Headteacher

Linda Lineker

###### Junior Classroom Teacher

Maxine Bradshaw

## **Representing Denbighshire County Council**

Councillor M M Jones  
Councillor C L Hughes  
Councillor G A Jones

Councillor G C Evans  
Councillor J Yorke  
Councillor J A Davies

### **Co-opted Members**

Welsh National Centre for RE:  
Tania Ap Sion

REMW:  
*Nomination awaited*

### **b) Number and dates of meetings**

**12 October 2009**  
**24 February 2010**  
**7 June 2009**

### **c) Organisations receiving the report**

**DCELLS**  
**All LA Schools**  
**LAs of Wales**  
**WASACRE**  
**Diocese of Bangor**  
**Diocese of St Asaph**  
**Diocese of Wrexham**  
**Welsh National Centre for RE**  
**Trinity College Carmarthen**  
**Evangelical Alliance**

d) Focussed evidence: Statistics

Denbighshire Schools – Table 1

GCSE RESULTS 2009: ALL – RELIGIOUS STUDIES

Schools	/Totals	% Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
Denbigh	33	19.4	4	12.1	4	12.1	7	21.2	9	27.3	4	12.1	3	9.1	0	0.0	1	3.0	1	3.0	72.7	97.0
Glan Clwyd	24	17.8	3	12.5	3	12.5	10	41.7	6	25.0	1	4.2	0	0.0	1	4.2	0	0.0	0	0.0	91.7	100
Prestatyn	210	69.5	47	22.4	61	29.0	48	22.9	32	15.2	13	6.2	6	2.9	1	0.5	2	1.0	0	0.0	89.5	100
Dinas Bran	1	0.5	0	0.0	0	0.0	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Brynhyfryd	8	4.0	1	12.5	6	75.0	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Rhyl	4	1.8	0	0.0	0	0.0	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Bl.Ed Jones	59	70.2	0	0.0	3	5.1	10	16.9	11	18.6	10	16.9	12	20.3	11	18.6	1	1.7	1	1.7	40.7	98.3
St Brigids	44	89.8	12	27.3	13	29.5	12	27.3	5	11.4	1	2.3	1	2.3	0	0.0	0	0.0	0	0.0	95.5	100
LEA Totals	383		67	17.5	90	23.5	90	23.5	66	17.2	29	7.6	22	5.7	13	3.4	4	1.1	2	0.5	81.7	99.5
Cumulative	383		67	17.5	157	41.0	247	64.5	313	81.7	342	89.3	364	95.0	377	98.4	381	99.5	383	100	81.7	99.5
<b>All Wales</b>	<b>8042</b>		<b>1102</b>	<b>13.7</b>	<b>2580</b>	<b>32.1</b>	<b>4275</b>	<b>53.2</b>	<b>5785</b>	<b>71.9</b>	<b>6695</b>	<b>83.3</b>	<b>7317</b>	<b>91.0</b>	<b>7724</b>	<b>96.0</b>	<b>7939</b>	<b>98.7</b>	<b>8042</b>	<b>100</b>	<b>71.9</b>	<b>98.7</b>

Denbighshire Schools – Table 2

## GCSE RESULTS 2009 BOYS – RELIGIOUS STUDIES

Schools	Totals	% Cydran	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
Denbigh	18	16.8	2	11.1	0	0.0	6	33.3	5	27.8	1	5.6	3	16.7	0	0.0	0	0.0	1	5.6	72.2	94.4
Glan Clwyd	0																					
Prestatyn	101	65.6	22	21.8	21	20.8	27	26.7	17	16.8	8	7.9	4	4.0	1	1.0	1	1.0	0	0.0	86.1	100
Dinas Bran	0																					
Brynhyfryd	5	5.2	1	20.0	4	80.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Rhyl	1	1.0	0	0.0	0	0.0	0	0.0	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Bl. Ed Jones	24	63.2	0	0.0	1	4.2	3	12.5	8	33.3	1	4.2	5	20.8	6	25.0	0	0.0	0	0.0	50.0	100
St Brigids	0																					
LEA Totals	149		25	16.8	26	17.4	36	24.2	31	20.8	10	6.7	12	8.1	7	4.7	1	0.6	1	0.7	79.2	99.3
Cumulative	149		25	16.8	51	34.2	87	58.4	118	79.2	128	85.9	140	94.0	147	98.7	148	99.3	149	100	79.2	99.3
<i>All Wales</i>	<i>3196</i>		<i>323</i>	<i>10.1</i>	<i>845</i>	<i>26.4</i>	<i>1474</i>	<i>46.1</i>	<i>2117</i>	<i>66.2</i>	<i>2516</i>	<i>78.7</i>	<i>2811</i>	<i>88.0</i>	<i>3019</i>	<i>94.5</i>	<i>3136</i>	<i>98.1</i>	<i>3196</i>	<i>100</i>	<i>66.2</i>	<i>98.1</i>

DenbighshireSchools TABLE 3

## GCSE RESULTS 2009: GIRLS – RELIGIOUS STUDIES

Schools	Totals	% Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
Denbigh	15	23.8	2	13.3	4	26.7	1	6.7	4	26.7	3	20.0	0	0.0	0	0.0	1	6.7	0	0.0	73.3	100
Glan Clwyd	24	33.8	3	12.5	3	12.5	10	41.7	6	25.0	1	4.2	0	0.0	1	4.2	0	0.0	0	0.0	91.7	100
Prestatyn	109	73.6	25	22.9	40	36.7	21	19.3	15	13.8	5	4.6	2	1.8	0	0.0	1	1.09	0	0.0	92.7	100
Dinas Bran	1	0.5	0	0.0	0	0.0	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Brynhyfryd	3	3.0	0	0.0	2	66.6	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Rhyl	3	2.6	0	0.0	0	0.0	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Bl. Ed Jones	35	76.01	0	0.0	2	5.7	7	20.0	3	8.6	9	25.7	7	20.0	5	14.3	1	2.9	1	2.9	34.3	97.1
St Brigids	44	89.8	12	27.3	13	29.5	12	27.3	5	11.4	1	2.3	1	2.3	0	0.0	0	0.0	0	0.0	95.5	100
LEA Totals	234		42	17.9	64	27.4	54	23.1	35	15.1	19	8.2	10	4.2	6	2.6	3	1.3	1	0.4	83.3	99.6
Cumulative	234		42	17.9	106	45.3	160	68.4	195	83.3	214	91.5	224	95.7	230	98.3	233	99.6	234	100	83.3	99.6
All Wales	4846		779	16.1	1735	35.8	2801	57.8	3668	75.7	4179	86.2	4506	93.0	4705	97.1	4803	99.1	4846	100	75.7	99.1

Denbighshire Schools – Table 4

## GCSE RESULTS 2009: ALL – RELIGIOUS EDUCATION SHORT COURSE

Schools	Totals	% Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
Denbigh	152	89.4	5	3.3	6	3.9	20	13.2	31	20.4	32	21.1	24	15.8	18	11.8	10	6.6	6	3.9	<b>40.8</b>	<b>96.1</b>
Glan Clwyd	25	18.5	3	12.0	1	4.0	8	32.0	9	36.0	1	4.0	1	4.0	1	4.0	0	0.0	1	4.0	<b>84.0</b>	<b>96.0</b>
Prestatyn	42	13.9	0	0.0	0	0.0	0	0.0	4	9.5	2	4.8	9	21.4	11	26.2	9	21.4	7	16.7	<b>9.5</b>	<b>83.3</b>
Dinas Bran	75	38.3	1	1.3	12	16.0	17	22.7	30	40.0	11	14.7	4	5.3	0	0.0	0	0.0	0	0.0	<b>80.0</b>	<b>100</b>
Brynhyfryd	8	4.0	1	12.5	2	25.0	5	62.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	<b>100</b>	<b>100</b>
Rhyl	*208		2	1.0	13	6.3	31	14.9	51	24.5	38	18.3	22	10.6	25	12.0	17	8.2	9	4.3	<b>46.6</b>	<b>95.7</b>
Bl. Ed Jones	12	14.3	0	0.0	0	0.0	1	8.3	1	8.3	3	25.0	5	41.7	0	0.0	2	16.7	0	0.0	<b>16.7</b>	<b>100</b>
St Brigids	*51		19	37.3	14	27.5	14	27.5	2	3.9	0	0.0	2	3.9	0	0.0	0	0.0	0	0.0	<b>96.1</b>	<b>100</b>
LEA Totals	*573		31	5.4	48	8.4	96	16.7	128	22.4	87	15.2	67	11.7	55	9.6	38	6.6	23	4.0	<b>52.9</b>	<b>96.0</b>
Cumulative	573		31	5.4	79	13.8	175	30.5	303	52.9	390	68.1	457	79.8	512	89.4	550	96.0	573	100	<b>52.9</b>	<b>96.0</b>
<b>All Wales</b>	<b>17288</b>		<b>1352</b>	<b>7.8</b>	<b>3626</b>	<b>21.0</b>	<b>6769</b>	<b>39.2</b>	<b>10231</b>	<b>59.2</b>	<b>12866</b>	<b>74.4</b>	<b>14796</b>	<b>85.6</b>	<b>16113</b>	<b>93.2</b>	<b>16895</b>	<b>97.7</b>	<b>17288</b>	<b>100</b>	<b>59.2</b>	<b>97.7</b>

\* Includes 66 Y9 Pupils & 13 Y10 Pupils

Denbighshire Schools – Table 5

## GCSE RESULTS 2009: BOYS RELIGIOUS EDUCATION SHORT COURSE

Schools	Totals	% Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
Denbigh	96	89.7	3	3.1	3	3.1	13	13.5	18	18.8	18	18.8	16	16.7	11	11.5	9	9.4	5	5.2	38.5	94.8
Glan Clwyd	0																					
Prestatyn	29	18.8	0	0.0	0	0.0	0	0.0	3	10.3	2	6.9	6	20.7	7	24.1	6	20.7	5	17.2	10.3	82.8
Dinas Bran	34	37.4	1	2.9	7	20.6	11	32.4	10	29.4	2	5.9	3	8.8	0	0.0	0	0.0	0	0.0	85.3	100
Brynhyfryd	5	5.2	1	20.0	1	20.0	3	60.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Rhyl	*85	82.5	1	1.2	4	4.7	13	15.3	21	24.7	12	14.1	13	15.3	10	11.8	6	7.1	5	5.9	45.9	94.1
Bl. Ed Jones	3	7.9	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	0.0	100
St Brigids	0																					
<b>LEA Totals</b>	<b>* 252</b>		<b>6</b>	<b>2.4</b>	<b>15</b>	<b>5.9</b>	<b>40</b>	<b>15.9</b>	<b>52</b>	<b>20.6</b>	<b>35</b>	<b>13.9</b>	<b>40</b>	<b>15.9</b>	<b>28</b>	<b>11.1</b>	<b>21</b>	<b>8.3</b>	<b>15</b>	<b>6.0</b>	<b>44.8</b>	<b>94.0</b>
<b>Cumulative</b>	<b>252</b>		<b>6</b>	<b>2.4</b>	<b>21</b>	<b>8.3</b>	<b>61</b>	<b>24.2</b>	<b>113</b>	<b>44.8</b>	<b>148</b>	<b>58.7</b>	<b>188</b>	<b>74.6</b>	<b>216</b>	<b>85.7</b>	<b>237</b>	<b>94.0</b>	<b>252</b>	<b>100</b>	<b>44.8</b>	<b>94.0</b>
<b>All Wales</b>	<b>8373</b>		<b>448</b>	<b>5.4</b>	<b>1307</b>	<b>15.6</b>	<b>2681</b>	<b>32.0</b>	<b>4397</b>	<b>52.5</b>	<b>5771</b>	<b>68.9</b>	<b>6843</b>	<b>81.7</b>	<b>7639</b>	<b>91.2</b>	<b>8093</b>	<b>96.7</b>	<b>8373</b>	<b>100</b>	<b>52.5</b>	<b>96.7</b>

\* Includes 31 Y9 Pupils & 4 Y10 Pupils

Denbighshire Schools – Table 6

## GCSE RESULTS 2009: GIRLS – RELIGIOUS EDUCATION SHORT COURSE

Schools	Totals	% Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*-C	% A*-G
Denbigh	56	88.9	2	3.6	3	5.4	7	12.5	13	23.2	14	25.0	8	14.3	7	12.5	1	1.8	1	1.8	44.6	98.2
Glan Clwyd	25	18.5	3	12.0	1	4.0	8	32.0	9	36.0	1	4.0	1	4.0	1	4.0	0	0.0	1	4.0	84.0	96.0
Prestatyn	13	8.8	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0	3	23.1	4	30.8	3	23.1	2	15.4	7.7	84.6
Dinas Bran	41	39.0	0	0.0	5	12.2	6	14.6	20	48.8	9	22.0	1	2.4	0	0.0	0	0.0	0	0.0	75.6	100
Brynhyfryd	3	3.0	0	0.0	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Rhyl	*123		1	0.8	9	7.3	18	14.6	30	24.4	26	21.1	9	7.3	15	12.2	11	8.9	4	3.3	47.2	96.7
Bl. Ed Jones	9	19.6	0	0.0	0	0.0	1	11.1	1	11.1	2	22.2	3	33.3	0	0.0	2	22.2	0	0.0	22.2	100
St Brigids	*51		19	37.3	14	27.5	14	27.5	2	3.9	0	0.0	2	3.9	0	0.0	0	0.0	0	0.0	96.1	100
<i>LEA Totals</i>	*321		25	7.8	33	10.3	56	17.4	76	23.7	52	16.2	27	8.4	27	8.4	17	5.3	8	2.5	59.2	97.5
<i>Cumulative</i>	321		25	7.8	58	18.1	114	35.5	190	59.2	242	75.4	269	83.8	296	92.2	313	97.5	321	100	59.2	97.5
<i>All Wales</i>	8915		904	10.1	2319	26.0	4088	45.9	5834	65.4	7095	79.6	7953	89.2	8474	95.1	8802	98.7	8915	100	65.4	98.7

*\*Includes 35 Y9 Pupils & 9 Y10 pupils*



Denbighshire Schools – Table 7 GCE ADVANCED LEVEL RESULTS 2009: ALL – RELIGIOUS STUDIES

<b>Schools</b>	<b>Totals</b>	<b>A</b>	<b>%</b>	<b>B</b>	<b>%</b>	<b>C</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>E</b>	<b>%</b>	<b>U</b>	<b>%</b>	<b>% A - C</b>	<b>% A - E</b>
Denbigh	18	6	33.3	5	27.8	4	22.2	3	16.7	0	0.0	0	0.0	83.3	100
Glan Clwyd	0														
Prestatyn	28	8	28.6	9	32.1	6	21.4	4	14.3	1	3.6	0	0.0	82.1	100
Dinas Bran	0														
Brynhyfryd	6	2	33.3	2	33.3	1	16.7	1	16.7	0	0.0	0	0.0	83.3	100
Rhyl	0														
Bl. Ed Jones	0														
St Brigids	14	7	50.0	4	28.6	3	21.4	0	0.0	0	0.0	0	0.0	100	100
LEA Totals	66	23	34.8	20	30.3	14	21.2	8	12.1	1	1.5	0	0.0	86.4	100
Cumulative	66	23	34.8	43	65.2	57	86.4	65	98.5	66	100	66	100	86.4	100
<i>All Wales</i>	<i>1112</i>	<i>292</i>	<i>26.3</i>	<i>624</i>	<i>56.1</i>	<i>886</i>	<i>79.7</i>	<i>1038</i>	<i>93.3</i>	<i>1098</i>	<i>98.7</i>	<i>1112</i>	<i>100</i>	<i>79.7</i>	<i>98.7</i>

**Denbighshire Schools – Table 8 GCE ADVANCED LEVEL RESULTS 2009: BOYS – RELIGIOUS STUDIES**

<b>Schools</b>	<b>Totals</b>	<b>A</b>	<b>%</b>	<b>B</b>	<b>%</b>	<b>C</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>E</b>	<b>%</b>	<b>U</b>	<b>%</b>	<b>% A - C</b>	<b>% A - E</b>
Denbigh	12	4	33.3	4	33.3	3	25.0	1	8.3	0	0.0	0	0.0	<b>91.7</b>	<b>100</b>
Glan Clwyd	0														
Prestatyn	11	3	27.3	6	54.5	0	0.0	2	18.2	0	0.0	0	0.0	<b>81.8</b>	<b>100</b>
Dinas Bran	0														
Brynhyfryd	0														
Rhyl	0														
Bl. Ed Jones	0														
St Brigids	0														
<b>LEA Totals</b>	<b>23</b>	<b>7</b>	<b>30.4</b>	<b>10</b>	<b>43.5</b>	<b>3</b>	<b>13.1</b>	<b>3</b>	<b>13.0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>	<b>87.0</b>	<b>100</b>
<b>Cumulative</b>	<b>23</b>	<b>7</b>	<b>30.4</b>	<b>17</b>	<b>73.9</b>	<b>20</b>	<b>87.0</b>	<b>23</b>	<b>100</b>	<b>23</b>	<b>100</b>	<b>23</b>	<b>100</b>	<b>87.0</b>	<b>100</b>
<b>All Wales</b>	<b>250</b>	<b>69</b>	<b>27.6</b>	<b>141</b>	<b>56.4</b>	<b>192</b>	<b>76.8</b>	<b>229</b>	<b>91.6</b>	<b>244</b>	<b>97.6</b>	<b>250</b>	<b>100</b>	<b>76.8</b>	<b>97.6</b>

**Denbighshire Schools – Table 9 GCE ADVANCED LEVEL RESULTS 2009: GIRLS – RELIGIOUS STUDIES**

<b>Schools</b>	<b>Totals</b>	<b>A</b>	<b>%</b>	<b>B</b>	<b>%</b>	<b>C</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>E</b>	<b>%</b>	<b>U</b>	<b>%</b>	<b>% A - C</b>	<b>% A - E</b>
Denbigh	6	2	33.3	1	16.7	1	16.7	2	33.3	0	0.0	0	0.0	83.3	100
Glan Clwyd	0														
Prestatyn	17	5	29.4	3	17.6	6	35.3	2	11.8	1	5.9	0	0.0	82.4	100
Dinas Bran	0														
Brynhyfryd	6	2	33.3	2	33.3	1	16.7	1	16.7	0	0.0	0	0.0	83.3	100
Rhyl	0														
Bl. Ed Jones	0														
St Brigids	14	7	50.0	4	28.6	3	21.4	0	0.0	0	0.0	0	0.0	100	100
LEA Totals	43	16	37.2	10	23.3	11	25.6	5	11.6	1	2.3	0	0.0	86.0	100
Cumulative	43	16	37.2	26	60.5	37	86.0	42	97.7	43	100	43	100	86.0	100
<i>All Wales</i>	<i>862</i>	<i>223</i>	<i>25.9</i>	<i>483</i>	<i>56.0</i>	<i>694</i>	<i>80.5</i>	<i>809</i>	<i>93.9</i>	<i>854</i>	<i>99.1</i>	<i>862</i>	<i>100</i>	<i>80.5</i>	<i>99.1</i>

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

Date of Meeting:

11 October 2010

Agenda Item:

**5**

Report Details

*Background to the Report:*

WAG initiative to ensure teachers awareness and ability to use the level descriptors in RE

*Purpose of the Report:*

A presentation by the Senior Learning Adviser RE on the moderation process commencing in schools this year

*Recommendations:*

- To receive the verbal presentations.

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

Date of Meeting:

11 October 2010

Agenda Item:

**6**

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.

*Recommendations:*

- To receive the verbal presentations.
- To receive the minutes of the last meeting.



# DRAFT

Minutes of the Wales Association of SACREs  
meeting at Glyndŵr University, Wrexham held on  
24 June 2010

<p><b>Ynys Môn / Anglesey</b> Rheinallt Thomas Eurfryn Davies Bethan James</p> <p><b>Blaenau Gwent</b> Gill Vaisey</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Carys Thomas Edward Evans</p> <p><b>Caerffili/ Caerphilly</b> Michael Gray Vicky Thomas David Brooks</p> <p><b>Caerdydd / Cardiff</b> Luisa Munro-Morris Kathering Mayer</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Meinir Wyn Loader Mary Parry Helen Gibbon</p> <p><b>Ceredigion</b> Margaret Davies C Joyce Howells (?)</p> <p><b>Conwy</b> Phil Lord Nicholas Richter Hazel</p>	<p><b>Sir Ddinbych / Denbighshire</b> Brian H Jones Phil Lord Morfudd Jones</p> <p><b>Sir y Fflint / Flintshire</b> Phil Lord Nigel Steele-Mortimer Fred Gilmore</p> <p><b>Gwynedd</b> Bethan James</p> <p><b>Merthyr Tudful / Merthyr Tudful</b> Carys Thomas</p> <p><b>Sir Fynwy / Monmouthshire</b> Gill Vaisey</p> <p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b></p> <p><b>Casnewydd / Newport</b> Vicky Thomas</p> <p><b>Sir Benfro / Pembrokeshire</b> Huw George</p> <p><b>Powys</b> John Mitson Christine Robinson</p>	<p><b>Rhondda Cynon Taf</b> Carys Thomas</p> <p><b>Abertawe / Swansea</b> Vicky Thomas</p> <p><b>Torfaen</b> Vicky Thomas</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Vicky Thomas</p> <p><b>Wrecsam / Wrexham</b> Tania ap Siôn Samantha Jesson Maxine Pittaway John Davies Anne Suter Ifor Jones Vicky Barlow Tom Wright</p> <p><b>Sylwedyddion / Observers</b> Denize Morris (APADGOS / DCELLS) Leslie Francis (Canolfan St Mary's Centre) Gavin Craigen (Canolfan St Giles' Centre)</p>
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## **Minutes of the Wales Association of SACREs meeting at Glyndŵr University, Wrexham held on 24 June 2010**

- 1. Introduction and welcome** The Lord Mayor of Wrexham, Cllr Jim Kelly welcomed members to Glyndŵr University and to the Catrin Finch Centre, named after the renowned Welsh Harpist. The Mayor drew particular attention to the importance of the education of the whole child and the central contribution of religious education to community cohesion, which was essential in a multi-cultural society.

Pupils from Eyton School impressed members with their presentation on religious education and their collection of songs.

Professor William Kay, representing Theology at Glyndŵr University, also welcomed members.

- 2. Quiet reflection** The Chair led the reflection which was inspired by his recent trip to Oberammergau
- 3. Apologies** Apologies were received from: Chris Abbas, Sue Cave, Ramiz Delpak, Maire Hughes, Rhian Linecar, Lyndon Lloyd, Eldon Phillips, Chris Pritchard, Gwyn Rogers, John Rogers, Dafydd Treharne, Jen Malcolm, Ben Wigley.
- 4. Minutes of meeting held at Swansea, 18 March 2010** The minutes were accepted as a correct record of the meeting.
- 5. NAPfRE presentation: Gavin Craigen, The St Giles Centre** Gavin Craigen, Executive Director of the St Giles' Centre, introduced members to the new centre for RE and faith development based in Wrexham. The three main aims of the new centre, which is funded by the Wrexham Parochial Educational Foundation, focus on: religious education and working with LAs and dioceses to promote high quality RE; faith development and working with dioceses and local ecumenical partners; and the St Giles' Church and developing resources which enable the historic building to be used to teach young people about the Christian faith. The St Giles' Centre is working collaboratively with Wrexham LA in the establishment of three RE posts: School Improvement Officer (.2 RE); Advisory Secondary Teacher (.4 post); and Advisory Primary Teacher (.4 post). These posts are also funded by the Wrexham Parochial Educational Foundation. The St Giles' Centre also works collaboratively with the St Mary's Centre, which focuses on curriculum development, research, and accredited CPD related to religion and education in partnership with Glyndŵr University. The St Giles' Centre will be physically housed in the St Giles' Church, Wrexham, and Members were shown architect's plans for the ambitious build, which would be completed by March 2011. There will be an official launch of the St Giles' Centre in March with the Bishop of St Asaph and (hopefully) with the Archbishop of Wales. The physical build would supply office space and flexible activity space.
- 6. NAPfRE presentation: Sam Jesson, Developing spirituality in primary schools**  
Sam Jesson began the presentation by asking the question, 'What is spirituality?' She emphasised the importance of modelling spirituality for children and discussed the relationship between spirituality and well-being. She outlined a number of ways in which

spirituality could be developed through RE, such as providing quiet reflective opportunities for pupils (and also modelling this for them) and taking advantage of the Foundation Phase classroom, where so much goes on. The skills focus of the curriculum today particularly lends itself to the promotion of spirituality. It is important to create reflection areas and spaces in a classroom, where children can sit quietly, observing. Some reflective spirituality areas are based on themes, such as Divali and Daniel and the Lion's Den. Sam shared with members a number of themed spaces that she had used in the classroom. By putting resources into these quiet places, children are given the space to reflect before responding

- 7. Celebrating RE** Tania ap Sion updated members on recent developments relating to the month-long celebration of RE in March 2011. She drew members attention to the Celebrating RE website, which provides an excellent resource for schools, SACREs, and others participating in the celebration. Articles are posted on the website offering many ideas about how RE can be celebrated in different contexts, such as Foundation Phase, primary school, secondary school, special schools, Gifted and Talented, social media, SACRE, religion and the community, schools with a religious character and many more. Welsh versions of the articles are also available, funded by WASACRE, as agreed in the meeting on 24 June 2010. The website also gives details of a range of competitions for schools to enter. The website details are: [www.celebratingre.org](http://www.celebratingre.org) All SACREs have been sent both electronic copies and hard copies of the Celebrating RE leaflet (Welsh and English versions) so that they are able to promote the celebration in their local areas.

Gill Vaisey (as member of the WASACRE/NAPfRE Wales Celebration Planning Group) proposed to members a WASACRE-sponsored competition for the Celebration. The competition proposal involved the creation of a digital presentation on a selected RE-relevant area with three categories for entry: Foundation Phase/key stage 1; key stage 2; and secondary school. The prize for each category would be £200 for the winners' schools. The Treasurer said that this was financially affordable, and members agreed to the proposal.

- 8. Correspondence** No additional correspondence was presented to the meeting.
- 9. Report from the Executive Committee held on 20 May 2010** The summary of the Executive meeting was presented to members. Attention was drawn to point 4, Matters arising, in relation to Estyn. Rheinallt Thomas raised the issue of the situation in England with regard to the recent OFSTED report. SACREs in England did not monitor RE and collective worship in schools. In Wales, with the changes to the Estyn monitoring of subjects across the curriculum (no longer subject related), he emphasised the need for SACREs to be aware of their responsibilities to monitor RE and collective worship, and to develop new ways of doing this. Vicky Thomas added that this matter had been discussed at NAPfRE. The matter would be included on the agenda of the next Executive meeting.
- 10. Showcase of RE resources** Gill Vaisey showed members her two new books for Foundation Phase pupils: *A Wedding Day Wish for Puddles* and *Puddles and the Very Happy Easter Day*. A promotional leaflet was given to members and Gill offered to send electronic copies of the leaflet, if requested.



Rheinallt Thomas highlighted REMW's resources, and encouraged those LAs which were not members to become members in order to take advantage of the resource benefits offered. He also urged members to promote the two new RE Today primary publications to their schools - the resources were translated to Welsh because they are directly relevant to the new Foundation Phase curriculum. REMW has circulated a leaflet to all Welsh-medium secondary schools publicising the Welsh secondary assemblies on the SPCK Assemblies website ([www.assemblies.org](http://www.assemblies.org)). REMW works with the St Mary's Centre in providing the secondary assemblies through funding the translation. Gill Vaisey raised a number of issues with the letter which was sent out to LAs asking for the REMW subscriptions. These comments will be taken back to the REMW Board at its next meeting.

Denize Morris drew attention to the publication of the Slavery pack jointly published by Cymal and DCELLS. The pack includes 2 DVDs/CD ROMS and relates to history, Geography and PSE. The work that Bethan James (CYNNAL) contributed to the pack was especially highlighted.

**11. A.O.B.** There was no other business.

**12. Date of next meeting** Friday, 26 November 2010, Caerphilly.

At the end of the meeting, the Chair extended his thanks to the Lord Mayor of Wrexham, Cllr Jim Kelly, Eyton pupils, Vicky Barlow, Wrexham LA and colleagues, Glyndŵr University, and the translator, Sian Aled Owen.



# DRAFT

## Minutes of the AGM held at Glyndŵr University, Wrexham on 24 June 2010

1. **Minutes of the AGM held at Llangollen, 24 June 2009** The minutes were accepted as a correct record of the meeting.
2. **Matters arising** There were no matters arising
3. **WASACRE Report 2009-2010** Members received and accepted the WASACRE Report for 2009-2010.
4. **Treasurer's Report** The Treasurer presented members with copies of the report for 2009/2010 financial year. (a) The statement of accounts. In contrast to 2008/2009 when expenditure exceeded income, in 2009/2010 income exceeded expenditure by £1619.65. This leaves the Association in a financially healthy condition with reserves of £12754.85, which will assist the Association in funding its planned activities. All SACREs in Wales paid their annual subscriptions well within the financial year, and for this, the Treasurer expressed his gratitude. Members received and adopted the statement of accounts. (b) Annual subscriptions. Members accepted the Treasurer's recommendation that SACRE membership of WASACRE during the 2010/2011 financial year be set at £393, which represents a 2.5% increase on the 2009/2010 subscription, in line with inflation (as agreed in the 2001 AGM). (c) Payment of expenses. Members accepted the Treasurer's recommendation that the payment of expenses agreed for 2009/2010 be maintained for 2010/2011.
5. **Election of members to the Executive** Mary Parry was re-elected to the Executive (Carmarthenshire SACRE) and Dafydd Treharne (Vale of Glamorgan SACRE) was also elected to the Executive.
6. **Dates and venues of meetings** A seven year rota for the dates and venues of WASACRE meetings was accepted by members. The autumn term meeting takes place in Caerphilly on **Friday, 26 November 2010**. The date for the spring term meeting in the

Vale of Glamorgan is to be arranged (subsequent to the AGM, the date for the spring term meeting was arranged for **2 March 2011**).

- 7. List of executive members** Michael Gray (Chair, Caerphilly SACRE, 2009-2011); Edward Evans (Vice Chair, Bridgend SACRE, 2009-2011); Tania ap Siôn (Secretary, Wrexham SACRE); John Mitson (Treasurer, Powys SACRE); Gavin Craigen (the immediate past Chair); Gill Vaisey (representative from NAPfRE); Dafydd Treharne (Vale of Glamorgan SACRE, 2010-2013); Mary Parry (Carmarthenshire SACRE, 2010-2013); Rheinallt Thomas (Anglesey SACRE, 2009-2012); Brian Jones (Denbighshire SACRE, 2009-2012); Vicky Thomas (Torfaen SACRE, 2008-2011); Eldon Philips (Swansea SACRE, March 2010-2011).

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

Date of Meeting:

11 October 2010

Agenda Item:

**7**

Report Details

*Background to the Report:*

Update on the planning for the forthcoming 'Celebrating RE' being held during the month of March 2011

*Purpose of the Report:*

To review the progress of events to take place during March 2011 and to discuss further planning.

*Recommendations:*

- To receive the information