

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, Prestatyn on Monday, 11th October 2010 at 10.00 a.m.

PRESENT

Representing Denbighshire County Council

Councillors: C.M. Evans, G.C. Evans

Representing Religious Denominations

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

Representing Teacher Association

M. Bradshaw (Chair), C. Harmsworth and L. Linaker

Co-opted Members

G. Craigen, M.B. Lloyd and T. Ap Siôn

ALSO PRESENT

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

APOLOGIES

Councillors: J.A. Davies, C. Hughes, M.M. Jones, and J.G. Yorke

Mr.M. Hatch, Mrs. M. Phillips and Mrs. E. Wright,

SILENT REFLECTION

The meeting began with a few minutes silent reflection.

WELCOME

The Chair welcomed everyone to the meeting.

1 URGENT MATTERS

There were no urgent matters raised at his point.

2 MINUTES

The minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held on 7th June, 2010 (previously circulated) were submitted.

Since there were no amendments or matters arising, the Committee:

RESOLVED that the minutes of the SACRE meeting held on 7th June 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 May and July 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 Betws Gwerful Goch, St Brigid's Primary & Secondary School, Denbigh, Ysgol Llanfair and Rhyl High School. A brief history of each school had been incorporated into the report.

It was pleasing to note that the four schools had received 63 positive comments between them; 12 specific to RE. There were 15 negative comments reported.

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 the Senior Learning Adviser RE had visited the schools to provide assistance with the inspections. It was agreed that letters be sent out in the usual manner congratulating the schools on their positive features.

RESOLVED that:-

(a) the report be received and noted and that;

(b) a letter be sent to the schools inspected to congratulate them on the good features identified in the inspections.

4 DENBIGHSHIRE SACRE DRAFT ANNUAL REPORT 2009-2010

The Senior Learning Adviser RE submitted a draft of the Annual Report of Denbighshire SACRE 2009-2010 (previously circulated) which outlined to members the details of SACRE's activities during the previous academic year including advice given to the Local Education Authority and other local and national matters.

Members were invited to consider and raise any matters arising and or amendments for accuracy within the draft report before its submission to the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in its final form by 31st December 2010:

ACCURACY

Page 10: -

lii) Guidance Documents – The Committee agreed with the suggestion by Co-opted Member G. Craigen, that the ‘That’s the Spirit’ Document be accredited under this section.

iv) Resources recommended - Paragraph be amended to read “Once the pilot for Key stage 2/3 bridging unit resources has been completed they will be available for all Denbighshire schools”.

Page 13: -

Infant Headteacher: to be amended to ‘Linda Linaker’ as correctly spelt.

Page 14: -

Representing Denbighshire County Council: Councillor C.M. Evans to be included in this list

Co-opted Members: G. Craigen to be added to the list.

Tania Ap Sion to be listed as representing the ‘St Mary’s Centre’

MATTERS ARISING

Members expressed their concern that there were still ‘nominations awaiting’ in various sections of the representatives for SACRE. Co-opted Member M. Lloyd highlighted the difficulties found in obtaining nominations over the last few years, despite sending out letters of request 3 times per year. The Senior Learning Advisor RE agreed to investigate the current position with obtaining nominations and report back to the Committee.

The Chair thanked and commended the Senior Learning Advisor RE for the efforts put into the comprehensive report.

RESOLVED that : -

- (a) subject to the amendments referred to above, the Annual Report of Denbighshire SACRE for 2009-2010 be approved as an accurate account,*
- (b) the Local Education Authority be requested to arrange translation, printing and distribution to all schools and colleges in Denbighshire and other recipients as required by law and as identified in the report, and that*
- (c) the Senior Learning Advisor RE report back to the Committee on the latest position in seeking to find suitable nominations for the vacancies within SACRE*

5 PRESENTATION ON KEY STAGE 3 MODERATION: SECURING TEACHER ASSESSMENT AT KS3

The Senior Learning Advisor RE delivered a verbal presentation which provided Members with an overview of the pilot Moderation process commencing in schools this year. He went on to say that a presentation from the Welsh Assembly Government and WJEC representatives was to take place on the 19th October informing and advising RE teachers on issues surrounding the moderation process.

The process would work by teachers collating examples of various competency levels from 4 to 7 within RE from pupils' work submitted at key stage 3, and compiling a portfolio. The moderators would then evaluate teachers as to whether they were levelling pupils appropriately, based on the portfolios submitted.

Assessments would result in the following grading awards made:

- A: moderators agree with levelling
- A (I): Agree; some minor issues non of which would require follow up
- I: moderators have significant Issues; re-submission required following a report generated to the school outlining the issues to be resolved

During the presentation and ensuing discussion, some key points derived were:

- This process was introduced to validate the departments understanding of RE as a whole
- Any follow up investigations would be generated through SACRE as a governing body, Senior Learning Advisors would receive each schools' moderation report which would be fed back to the committee.
- Despite the initial negative response to the pilot, it was confirmed that 45 schools in Wales had now signed up to take part – those which had yet to sign up would be obligated to by the third year of the pilot's roll-out period, as per the WAG guidelines
- The submission of the Portfolios was due to take place in May 2011. Co-opted Member G Craigen reported that a number of RE departments had already compiled their portfolios in readiness.
- There would be a 'Heads of RE forum' where timetables would be put together incorporating tasks for the year ahead for RE departments to work from and give them timeframes for when work was due to be submitted, it would also aim to aid them in finding appropriate pieces of work to submit.
- Draft versions of the Exemplification documents would be made available to schools to help aid with the assessment process.

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 in RE.

RESOLVED that the presentation by the Senior Learning Adviser RE be received, and noted

6 WALES ASSOCIATION OF SACRES

Draft Minutes of WASACRE – 24th June 2010

The draft minutes of the meeting of the Wales Association of SACREs (WASACRE) held at Glyndŵr University, Wrexham on 24th June 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 made particular reference to the NAPfRE presentation by Co-Opted Member G. Craigen on the St. Giles Centre which he felt was a very informative and effective insight into the future plans for the centre which will be housed at St. Giles Church, Wrexham. He went on to commend Sam Jesson for her NAPfRE presentation on 'Developing spirituality in primary schools'. An interesting aspect of the presentation had been the idea of using a designated area within a classroom for reflection and / or relaxation. The Senior Learning Advisor described a mixed response to this from primary school teachers and would encourage members to spread the word in promoting the idea.

Members were reminded that the autumn term WASACRE meeting was due to take place on Friday 26th November in Caerphilly and that it was important to have full representation from the committee. Representatives agreed to tender any apologies to Tania Ap Siôn with ample notice.

RESOLVED that minutes of WASACRE held on 24th June 2010 be accepted.

7 'CELEBRATING RE' RE FESTIVAL

The Senior Learning Adviser RE referred to recent planning for the forthcoming RE Festival in March 2011 and asked members to review the progress of events scheduled to take place during the month long celebration and promotion of RE throughout schools.

Minutes of a meeting held by sub-committee for 'RE Festival' in Ysgol Llywelyn, Rhyl on 8th July were circulated:

Item 8: Cate Harmsworth had previously offered to facilitate a "Dance Mass". She explained that she regrettably wouldn't be able to offer as much commitment to this project, as she had anticipated and would only be free on Wednesdays. The Senior Learning Advisor agreed to look into the available timeslots and liaise with Cate in programming something in, as the innovative project had been well received. He would also investigate the situation with regard to 'media licensing' the Committee's view was that most schools now had a media license – enabling them to use commercial music for dance etc without any breach of copyrights.

The Senior Learning Adviser reported that St. Asaph Cathedral would charge a fee of £200 to host the national event. This meant approximately £75 to Denbighshire County Council directly. Members agreed it would be an excellent opportunity for raising the kudos of the Cathedral and that if unable to negotiate, the fee should be

paid. Members agreed Conwy County Council should be kept in the loop with the plans and arrangements for St. Asaph.

The Celebrate RE launch would take place on 2nd March 2011. It was agreed that 4 representatives from SACRE should attend. Members were advised that the Arch Bishop of Wales would be in attendance.

The Senior Learning Advisor RE would confirm details of the next Sub -committee meeting and circulate arrangement details to the Members who had previously agreed to attend.

RESOLVED that the update regarding the forthcoming RE Festival, including minutes of the sub-committee held on 8th July, be received and noted.

8 DATE OF NEXT MEETING

10.00 a.m. on 7th February 2011 in the Council Chamber, County Hall, Ruthin.

9 URGENT MATTERS

Two items were raised at this point:

- i. Mrs. B. Lloyd reported that, former Chair of SACRE, Councillor David Jones had passed away. Members were advised that his funeral would be held at Capel Mawr, Denbigh on Tuesday 12th October at 2pm for those who wished to attend.
- ii. Members referred to the letter attached to the agenda seeking language preferences for future SACRE agendas and reports:
 - a. The Chair stressed that this type of pro-active efficiency saving was likely to be taking place in all Local Governments and meetings throughout the country – in light of the recent government spending cut announcements.
 - b. Members expressed mixed views as to whether they agreed or disagreed with the cutting back on bilingual papers for SACRE
 - c. Some Members expressed an interest in receiving papers electronically, as an alternative suggestion to cutting back on paper use.
 - d. Members were reminded to forward their preferences to Emily Corfield and were also assured that should no preference be made known, bilingual papers would continue to be circulated unless otherwise requested by the individual

In light of the above comments made, the Senior Learning Advisor RE agreed to include an item on 'future agenda preferences' on the agenda for the next meeting in February 2011 – if feasible.

The meeting concluded at 11.30 a.m.

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

Date of Meeting:

7 February 2011

Agenda Item:

5

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

7 February 2011

2 Schools

School	Dates	Rg. Inspector	SMSC Ins./ Key Question 3	RE Ins.
Ysgol Frongoch	07/06/2010	Linda Jane Williams	Peter Clark	Peter Clark
<i>Ysgol Frongoch is a community school and the majority of the pupils live in the immediate area, which is described as neither prosperous nor economically disadvantaged. The school caters for pupils aged seven to eleven years and there are currently 192 pupils on roll. 12% of pupils are registered to receive free school meals. 11 pupils are receiving support for English as an Additional Language (EAL). 14% of pupils are identified as having special educational needs (SEN). This includes 3 pupils who have a statement of SEN.</i>				
Plas Brondyffryn	21/06/2010	Herbert James Phillips	Heather Hodges	Heddwyn Evans
<i>The school is currently located in four sites. The newly built primary department offer an up to date environment for children in new accommodation with specialist play areas. The secondary department building has been designed to offer a safe and stimulating educational environment that meets the needs of young people with Autistic Spectrum Disorders (ASD). The needs of pupils with more complex difficulties are catered for in a specialist area. The building for students aged 16 to 19 is in a convenient location and proximity to local facilities and the community. The residential accommodation 'Gerddi Glasfryn' is situated on the outskirts of Denbigh. The accommodation has been refurbished and modernised with the specific aim of meeting the needs of young people with ASD. All pupils admitted to the school have a statement of special educational needs, indicating ASD or associated communication difficulties. The school currently offers over 100 places. There are currently 117 full time equivalent pupils on roll at the school. The majority of the pupils are from English speaking families across the socio-economic range with 21% being entitled to free school meals. Welsh is taught as a second language and pupils from Welsh speaking families are able to be education in Welsh. Pupil abilities and ages vary within class groups and their needs are met with individual learning programmes. The number of pupils per class group varies between 3-11 pupils.</i>				

Analysis of Inspection Reports Denbighshire SACRE

7 February 2011

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

POSITIVE COMMENTS

Provision for SMSC Development

2 Schools

- Grade 1: Good with outstanding features. (*Ysgol Frongoch*)
- The overall provision for pupils' social, moral, spiritual and cultural development is good with many outstanding features. (*Ysgol Frongoch*)
- Provision is very well planned and a strong feature of school life. (*Ysgol Frongoch*)
- Grade 1: Good with outstanding features (*Ysgol Plas Brondyffryn*)
- The school effectively promotes learners' personal, spiritual, social, moral and cultural development. (*Ysgol Plas Brondyffryn*)
- The shared values and skills in behavioural management, total communication, personal awareness and high expectations of all staff is an outstanding feature of the school. (*Ysgol Plas Brondyffryn*)

Curriculum Cymreig / The Welsh Dimension

2 Schools

- The school provides good opportunities for pupils to find out about the traditions, culture and history of Wales. Y Cwricwlwm Cymreig is fostered through visitors and educational visits. (*Ysgol Frongoch*)
- Promotion of bilingualism at the school using the Welsh language is developing well. Incidental Welsh is used regularly during the school day. (*Ysgol Frongoch*)
- Pupils have good opportunities to use their learnt Welsh in the local Eisteddfod, school assemblies, the Urdd club and the area second language Welsh books quiz. (*Ysgol Frongoch*)
- Provision to promote learners' bilingual skills is consistently very good. (*Ysgol Plas Brondyffryn*)
- Bilingual signs are prominent throughout the school and incidental Welsh is used regularly in lessons at all key stages. (*Ysgol Plas Brondyffryn*)
- Welsh songs, hymns and action songs are evident where appropriate in lessons and during assemblies. (*Ysgol Plas Brondyffryn*)
- Welsh speaking staff are effectively deployed to meet the needs of learners from Welsh 1st language backgrounds. (*Ysgol Plas Brondyffryn*)

Compliance with statutory requirements for collective worship 2 Schools

- Arrangements for collective worship fully meet all statutory requirements. (*Ysgol Frongoch*)
- Acts of collective worship meet statutory requirements. (*Ysgol Plas Brondyffryn*)

Social development / interaction / interpersonal skills 2 Schools

- Good provision is in place to support the development of pupils' personal, social and thinking skills, this is an outstanding feature of the school. (*Ysgol Frongoch*)
- Whilst in residence, excellent regular opportunities are provided to extend their personal and social competences. (*Ysgol Plas Brondyffryn*)

Links with / Involvement in the local community 2 Schools

- Visits to the school by theatre groups and musical ensembles bring a particular relevance and stimulus to learning. (*Ysgol Frongoch*)
- The shared expertise and experience of visitors from the local community, solicitors, sports' personalities, officers from the emergency services, artists and authors have further stimulated learning and significantly enhanced the standards achieved. (*Ysgol Frongoch*)
- Curriculum links with local schools and other organisations are outstanding and have a very positive impact on successfully raising pupils' confidence and self-esteem. (*Ysgol Frongoch*)
- The school has very strong links with local places of worship. (*Ysgol Frongoch*)
- The school makes very good use of the local community to provide learners with real and meaningful experiences that greatly enrich and enhance their learning. (*Ysgol Plas Brondyffryn*)

Entrepreneurship & Enterprise 2 Schools

- Entrepreneurial and other skills needed to support economical development are well established. (*Ysgol Frongoch*)
- Y6 pupils devise and run games at the School's Christmas Fair. (*Ysgol Frongoch*)
- The school run a stationery shop and decisions are made by each class to buy resources for indoor play. (*Ysgol Frongoch*)
- Pupils involved in the annual ski trip to France fund raise to pay for the bus to and from the airport. (*Ysgol Frongoch*)
- Foundation Phase pupils visited a garden centre to investigate and buy the materials for their enterprise project. (*Ysgol Plas Brondyffryn*)
- Entrepreneurial skills are promoted effectively throughout the age groups. (*Ysgol Plas Brondyffryn*)

Work related education	2 Schools
<ul style="list-style-type: none"> • Work related education is strong and well established. (<i>Ysgol Ffronogoch</i>) • Very good provision is made for developing learners' awareness of the world of work. (<i>Ysgol Plas Brondyffryn</i>) • From the age of 14, pupils and students greatly benefit from the excellent links with employers, local colleges, Careers Wales and their progressive programmes of work experience. (<i>Ysgol Plas Brondyffryn</i>) 	
Opportunities for responsibility and initiative	1 School
<ul style="list-style-type: none"> • Through well planned activities such as circle time and pupils' representation on school committees, pupils receive good opportunities to take positions of responsibility, extending their skills in discussing important issues and working collaboratively. (<i>Ysgol Ffronogoch</i>) 	
Knowledge / Understanding / Awareness of other cultures or traditions	1 School
<ul style="list-style-type: none"> • All pupils are actively encouraged to consider other faiths alongside their own through a well planned range of multi-cultural themes. (<i>Ysgol Ffronogoch</i>) 	
Observance / Promotion of values / Good manners / Respect	1 School
<ul style="list-style-type: none"> • All staff very actively encourage positive values such as fairness and model appropriate behaviour for all pupils. (<i>Ysgol Ffronogoch</i>) 	
Charities and good causes	1 School
<ul style="list-style-type: none"> • Fund raising for the Haiti Earthquake Appeal, further enhances pupils' global awareness. (<i>Ysgol Ffronogoch</i>) 	
Moral (and social) development / provision	1 School
<ul style="list-style-type: none"> • The provision for pupils' moral development is good with outstanding features. (<i>Ysgol Ffronogoch</i>) • The school places a strong emphasis on moral development. (<i>Ysgol Ffronogoch</i>) 	
Opportunities for collaboration / co-operation	1 School
<ul style="list-style-type: none"> • The school enjoys strong beneficial partnerships with a wide range of community providers who enrich the curriculum and support the work of the school. (<i>Ysgol Ffronogoch</i>) 	
Character of acts of collective worship	1 School
<ul style="list-style-type: none"> • Acts of collective worship are sensitive and purposeful, giving the learners a spiritual experience and time to celebrate achievement and reflect upon the day. (<i>Ysgol Plas Brondyffryn</i>) 	

Extra curricular activities / opportunities	1 School
<ul style="list-style-type: none"> The curriculum is supported by an outstanding range of interesting and stimulating additional experiences both with the school and offsite. These together with an exceptional range of residential visits from Y4 upwards culminating with an international visit in Y6, have a positive impact on the development of pupils' social skills. The school makes a particular effort to ensure all pupils are given the opportunity to take advantage of these well planned educational experiences. <i>(Ysgol Ffronogoch)</i> Pupils' experiences are further enhanced and broadened by an outstanding range of extra-curricular activities which effectively promotes their learning during and after the school day. <i>(Ysgol Ffronogoch)</i> 	
Spiritual Development	1 School
<ul style="list-style-type: none"> High quality opportunities are provided for pupils' spiritual development. It is promoted in both religious and aesthetic activities. <i>(Ysgol Ffronogoch)</i> Planned time is provided for reflection and contemplation of a spiritual nature during the school day. <i>(Ysgol Ffronogoch)</i> 	
Cultural development	1 School
<ul style="list-style-type: none"> Provision for cultural development is good with outstanding features. <i>(Ysgol Ffronogoch)</i> Pupils are given extensive opportunities to develop awareness and appreciation of other cultures. <i>(Ysgol Ffronogoch)</i> 	
Pupils progress / gaining in confidence / skills	1 School
<ul style="list-style-type: none"> High expectations of pupils with regard to behaviour and achievements, coupled with well planned opportunities to enhance pupils' confidence and self-esteem ensure that all pupils know they are valued equally and as individuals. <i>(Ysgol Ffronogoch)</i> 	
Programme for / Impact of PSE provision	1 School
<ul style="list-style-type: none"> Planning for the development of personal and social education is extremely thorough. <i>(Ysgol Ffronogoch)</i> 	
Global citizenship / World education / International links	1 School
<ul style="list-style-type: none"> Participation in international projects such as providing support for improving conditions in Romania contributes to the development of pupils' global citizenship. <i>(Ysgol Plas Brondyffryn)</i> 	
Work of the School Council	1 School
<ul style="list-style-type: none"> Pupils' representation on the school council enable them to receive good opportunities to take positions of responsibility, extending their skills in discussing important issues and working collaboratively. <i>(Ysgol Ffronogoch)</i> 	

Awareness / Promotion of sustainable development	1 School
<ul style="list-style-type: none"> • Pupils' representation on the school' eco committee enable them to receive good opportunities to take positions of responsibility, extending their skills in discussing important issues and working collaboratively. <i>(Ysgol Frongoch)</i> • The school has achieved bronze and silver eco awards and is currently working towards Green Flag status. <i>(Ysgol Frongoch)</i> • Y6 pupils have monitored energy consumption for a number of years and the school is acknowledged as the third most energy efficient in the County. <i>(Ysgol Frongoch)</i> 	
Awareness / Promotion of sustainable development	1 School
<ul style="list-style-type: none"> • Good attention is given to developing learners' appreciation of the environment and sustainable development with established practices for recycling, composting and following the country code when out on field trips. <i>(Ysgol Plas Brondyffryn)</i> 	
Health awareness / Healthy schools initiatives	1 School
<ul style="list-style-type: none"> • National priorities such as Breakfast club, Basic Skills, Heartstart, Eco and Healthy Schools are all firmly established in school life. <i>(Ysgol Frongoch)</i> 	
Dealing with social deprivation and stereotyping	1 School
<ul style="list-style-type: none"> • An outstanding feature of the school is that learning experiences meet the pupils' wide ability needs and interest, promote equality of opportunity and challenge stereotyping. <i>(Ysgol Frongoch)</i> • The Head Teacher and staff are successful in tackling social disadvantage in challenging stereotyping and in promoting opportunities for all pupils. <i>(Ysgol Frongoch)</i> 	
Educational visits / visitors	1 School
<ul style="list-style-type: none"> • There are many educational visits linked to the range of curriculum topics covered. <i>(Ysgol Plas Brondyffryn)</i> • Learners regularly visit shops to buy the materials and ingredients for their practical activities such as preparing a meal, effectively promoting key skills and competences. <i>(Ysgol Plas Brondyffryn)</i> • Younger pupils have planned experiences in the community through educational visits. <i>(Ysgol Plas Brondyffryn)</i> 	
Statutory requirements for RE	1 School
<ul style="list-style-type: none"> • The school complies with the legal requirements of the NC and religious education. <i>(Ysgol Frongoch)</i> 	

Negative Comments

Global citizenship / World education / International skills 1 School

- Although starting to establish links with France and India, global citizenship is an area in need of further development. (*Ysgol Frongoch*)

RELIGIOUS EDUCATION

Positive Comments

Standards of achievement 2 Schools

- Key Stage 2: Grade 1: Good with outstanding features. (*Ysgol Frongoch*)
- All Key Stages and Post – 16: Grade 2: Good features and no important shortcomings. (*Ysgol Plas Brondyffryn*)

Knowledge / Understanding of Christianity 2 Schools

- Most pupils in Y3 develop a secure knowledge and understanding of the beliefs and practices of Christianity. (*Ysgol Frongoch*)
- A majority of pupils recognise that religious symbols, as observed in the local church, carry meaning and they use religious vocabulary with great precision. (*Ysgol Frongoch*)
- Learners have a good knowledge of Christian festivals and how Christians celebrate their faith. (*Ysgol Plas Brondyffryn*)
- Learners make attractive Easter cards and know why Christians send them to each other. (*Ysgol Plas Brondyffryn*)
- In KS2, pupils have good knowledge of the traditions and symbols associated with Christianity. (*Ysgol Plas Brondyffryn*)
- KS2 less able learners can identify the main artefacts in a church. (*Ysgol Plas Brondyffryn*)
- KS2 learners understand the importance of leaders to a community and know who the main leaders of the Christian church are. (*Ysgol Plas Brondyffryn*)
- In KS3, pupils have good knowledge of the Christian faith within their community. Including its places of worship and religious leaders. (*Ysgol Plas Brondyffryn*)
- KS3 pupils know of the main occasions in a Christian's life and the significance of Christian events like Baptism to a believer. (*Ysgol Plas Brondyffryn*)

Knowledge / Understanding of the Bible / Bible stories 2 Schools

- *Pupils in Y5 confidently recall stories from the Old Testament. (*Ysgol Frongoch*)
- KS1 pupils talk about the story of Noah with interest, with more able recognising animals and birds. (*Ysgol Plas Brondyffryn*)

Knowledge / Understanding of religious concepts / themes 2 Schools

- *Throughout the KS nearly all pupils have an extremely good knowledge and understanding of religion. The majority recall and respond to a range of religious beliefs, teachings and practices investigated; This is an outstanding feature of the school. (*Ysgol Frongoch*)
- *Y3 pupils discuss with exemplary understanding the importance of the 'five seasons' as related to the Hindu faith, showing increasing awareness of the use of symbolism in religion and of non-literal ways in which religious faith is expressed. (*Ysgol Frongoch*)
- In Y5 and Y6, pupils display a good level of understanding as to why people have different religious viewpoints and discuss the idea of Christian forgiveness relating this to their own lives and the lives of others. (*Ysgol Frongoch*)
- Pupils in KS4 are developing good knowledge and understanding of religions and what is distinctive to each. (*Ysgol Plas Brondyffryn*)
- The more able KS4 pupils are developing a good understanding of the important moral and social issues within their community and can relate some of these issues to religious teachings. (*Ysgol Plas Brondyffryn*)

Knowledge / Understanding / Inclusion of religions other than Christianity
1 School

- *Y3 pupils discuss with exemplary understanding the importance of the 'five seasons' as related to the Hindu faith. (*Ysgol Frongoch*)
- *Most Y5 pupils have a good grasp of the life of Mohammed and describe how some aspects of his life affect their own views. (*Ysgol Frongoch*)

No Shortcomings 1 School

- There are no important shortcomings (*Ysgol Frongoch*)

Composing of / Writing own prayers 1 School

- The majority of pupils make up prayers related to 'Special Places' recognising the importance of peace and stillness. (*Ysgol Frongoch*)
- Most Y3 pupils write prayers of thanksgiving and show a good understanding that prayer is a way of talking to God. (*Ysgol Frongoch*)
- Most Y3 pupils know that they must care for the environment and look after God's world; they reflect these concerns in personal prayers. (*Ysgol Frongoch*)

Use of artefacts to enhance teaching and learning	1 School
<ul style="list-style-type: none"> *Most Y5 pupils write at length about the life of Moses, drawing on appropriate information from a range of religious artefacts. (<i>Ysgol Ffronogoch</i>) 	
Opportunities for discussion of issues / feelings / moral issues	1 School
<ul style="list-style-type: none"> *Most Y6 pupils maturely consider spirituality and physical and emotional feelings when related to their own special journey in life. (<i>Ysgol Ffronogoch</i>) 	
Knowledge / awareness of famous lives	1 School
<ul style="list-style-type: none"> *Y3 pupils suggest in simple terms why aspects of religion are important to people of faith, for example, the life of Mohandas Gandhi. (<i>Ysgol Ffronogoch</i>) 	
Opportunities / ability to express own ideas / views	1 School
<ul style="list-style-type: none"> KS4 pupils ability to evaluate and reflect improves as they mature, they now express their own views intelligently and the more able support their arguments with personal views. (<i>Ysgol Plas Brondyffryn</i>) 	
Understand the need for / Show sensitivity to other beliefs / values	1 School
<ul style="list-style-type: none"> *During discussion pupils displayed high levels of tolerance and respect for the points of views of others. (<i>Ysgol Ffronogoch</i>) 	
Aware of the impact of belief on lifestyle	1 School
<ul style="list-style-type: none"> *The majority of KS2 pupils recognise the importance of religious beliefs in shaping the identity of both individuals and faith communities. (<i>Ysgol Ffronogoch</i>) *Most Y5 pupils have a good grasp on the life of Mohammed and describe how some aspects of his life affect their own views. (<i>Ysgol Ffronogoch</i>) Many Y4 pupils describe in details how some aspects of religion affect believers' lives. (<i>Ysgol Ffronogoch</i>) 	
Awareness of questions arising from everyday experiences	1 School
<ul style="list-style-type: none"> *KS2 pupils talk confidently about their own experiences and issues raised by their experience of the natural world and human relationships. (<i>Ysgol Ffronogoch</i>) 	
Examples from contemporary Wales / Curriculum Cymreig and RE	1 School
<ul style="list-style-type: none"> Y4 pupils study the importance of special journeys as related to pilgrimage, for example the life of Mary Jones. (<i>Ysgol Ffronogoch</i>) 	

Relate their own lives to those of others 1 School

- *In discussion, pupils confidently discuss the importance of the Ten Commandments in daily life. (*Ysgol Frongoch*)

Differentiation / Performance of less able in relation to ability 1 School

- * EAL pupils and pupils with SEN achieve good standards. (*Ysgol Frongoch*)

*** Outstanding Features of the Inspection Report**

Negative Comments

No Shortcomings 1 School

- A minority of pupils in KS3 and KS4, because of their special educational needs, find it difficult to express beliefs through personal reflection. (*Ysgol Plas Brondyffryn*)

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

Date of Meeting:

7 February 2011

Agenda Item:

5a

Report Details

Background to the Report:

Estyn's Inspection Framework launched in September 2010.

Purpose of the Report:

To inform members of the changes in the reporting of the Inspection of schools due to the implementation of Estyn's new Inspection Framework. Address below for members who wish to access report produced under the new Framework.

http://www.estyn.gov.uk/inspection_reports/Ysgol_Emmanuel_October_2010.pdf

Recommendations:

- Members to receive ,discuss and agree on format of the report
- A letter be sent to the school 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 letter .

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

Date of Meeting:

7 February 2011

Agenda Item:

6

Report Details

Background to the Report:

As part of its monitoring role, SACRE receives reports on visits to schools by the Senior Learning Adviser RE and the summary of those for the respective consortium.

Purpose of the Report:

To consider reports by the Senior Learning Adviser RE (copies enclosed) on the provision of Religious Education in the Brynhyfryd HS and Prestatyn HS Consortium of Schools

Recommendations:

To SACRE: - to receive the reports on the Brynhyfryd HS and Prestatyn HS Consortium of Schools;
- to agree that letters be sent to the schools with a copy of the full report as presented to SACRE;

To the LA: - to distribute the letters from SACRE to the schools

Agenda Item No. 6

Report on the Provision of Religious Education in the Brynhyfryd Consortium of Schools

For SACRE - February 2011

1. Background:

Following visits by the Inspector/Adviser RE to each of the schools during the summer term, a report of the visit and issues and outcomes was agreed with the school. There follows the Good Features, Shortcomings and Recommendations for each school, and a general summary of the whole consortium.

2. Excerpts from the School Visits:

a) Brynhyfryd High School

Good features

- The Key Stage 3 topic booklets are excellent
- Good use of the core skills in teaching
- Pupils are given opportunities to make them aware of their attainment and how to improve

Areas for Development

- Time allocation in Key Stage 4 statutory RE
- Opportunities for differentiated tasks or differentiated approaches to tasks rather than just 'differentiation by outcome'.

Recommendations

- Increase time allocation for Key Stage 4 statutory RE, consider the possibility of conference days

See Religious education, Guidance for 14 to 19-year-olds pages

- Cross-curricular Week - 28
- Annual day conference - 41

- The Welsh Baccalaureate - 49
- Charity work and visits - 66

b) Betws GG

Good features

- The school gained a good with outstanding features for 'How well the learning experiences meet the needs and interests of learners and the wider community' which should be celebrated.
- The examples of active learning in RE.

Areas for Development

- In times for collective worship offer times of silence to think and reflect on any part of theme for the assembly.
- Unify the religions taught across the Foundation Phase and Key Stage 2, Hinduism is taught in the foundation phase and Buddhism and Judaism in KS2. There is good reason to teach Buddhism due to the local Buddhist retreat, but there also needs to be continuity between the Foundation Phase and KS2. One possibility is to teach Hinduism in the main and complete a project on the retreat once in the four year cycle.

Recommendations

- Continue to engage the learners in RE
- Move RE forward by following the areas for development.

c) Gellifor

Good features

- Links with the church
- Variety of work

Areas for Development

- Curriculum 2008 example policies for both Collective Worship and RE have been forwarded to the school to be included in the relevant documentation.
- Formal assessments and tracking progress in RE

Recommendations

- Continue the positive work in RE.
- Move RE forward by following the areas for development.

d) Bro Fammau

Good features

- Collective Worship services
- Variety of activities
- Links with churches

Areas for Development

- Creation of a Collective Worship schedule of weekly topics (See: woodlands jnr school calendars, annual days and collective worship.com)
- Mapping the Medium term plans to a long term plan - key skills mapping
- See page 139 of the supplementary guidance for RE for a breakdown of levels and use them for pupil tracking and to aid planning for pupil progress and differentiation.

Recommendations

- Work on the areas for development already identified in the report.

e) Clocaenog

Good features

- The pupils work shows variety, thinking and the 3 core skills
- Photo record of church visits and other events in the life of the school
- Links and variety of services held in the local church and chapel
- The cluster produced scheme of work for Key Stage 2

Areas for Development

- Develop 'themes for the week' for collective worship
- Completion of an RE and collective Worship policy
- Update the RE folder to reflect the good work in RE

Recommendations

- Continue to engage the learners in RE
- Move RE forward by following the areas for development.

f) Ysgol Llanbedr

Good features

- Collective Worship.
- The Head was very impressed with the pupils in their recent Harvest Service describing it as 'Outstanding'.
- Links with the local church and local community.

Areas for Development

- Skills based Scheme of Work
- To think about using a theme for the week to enable to plan appropriate acts of collective worship in the class setting.

Recommendations

- Continue the high standard of whole school acts of collective worship.
- Work on the areas for development.

g) Ysgol Llanfair DC

Good Features

- The school considers Collective Worship a strength
- Links with the church in terms of curriculum RE, the wedding worked extremely well.
- Key Stage 2 Scheme of work.

Areas for Development

- Opportunities for pupils to write down what they think or feel about a given topic.
- Portfolio of levelled work

Recommendations

- Continue with the excellent practice in RE.
- Work on the areas for development.

h) Ysgol Rhewl

Good Features

- Collective Worship provision
- Foundation Phase planning is good

Areas for Development

- Keep the Collective Worship and Religious Education documentation separate.
- Assessment and recording of progress in RE. Assessment grids are available, attach examples of pupils work to the assessment grids.

Recommendations

- Continue with the good work in RE.
- Move RE forward by following the areas for development.

i) Rhos Street CP

Good Features

- Links with the local church

Areas for Development

- Development of the documentation in RE
- Consideration of how pupils will know where pupils are at and how to move them forward in RE.
- Audit the resources in RE and map them to appropriate areas in the long term planning

Recommendations

- Move RE forward by following the areas for development.

j) Ysgol Pentrecelyn

Good Features

- The variety in tasks
- Cluster planning and meetings
- Assessment

Areas for Development

- The updating of policies regarding collective worship and RE

Recommendations

- Continue the positive work in RE.
- Move RE forward by following the areas for development.

3. Overall Comments

Good Features

In terms of the good features in the schools of the consortium there were three areas that were shared in more than one school:

- Links with the local churches/chapels - 5 schools
- Provision of Collective Worship - 4 schools
- Variety of work / tasks / activities - 3 schools

For individual schools, they were:

- KS3 topic booklets are excellent
- Good use of core skills in teaching
- Pupils are given opportunities to make them aware of their attainment and how to improve
- Learning experiences meeting the needs and interests of learners
- Examples of active learning in RE
- KS2 Scheme of Work
- Foundation Phase planning is good

Areas for Development

In this consortium, there were two issues identified across more than one school:

- Provision / documentation regarding Collective worship - 5 schools
- Assessment / recording and tracking of progress - 4 schools

For individual schools, they were:

- Time allocation
- Differentiated tasks
- Unify the religions taught across the Foundation Phase and KS2
- Update the RE folder to reflect the good work in RE
- Skill based Scheme of Work
- Opportunities for pupils to write about what they think or feel about a given topic.
- Development of documentation in RE

- Audit resources in RE and map them to appropriate areas in the long term planning.

Recommendations

Four issues were identified in more than one school:

- Work towards moving RE forward - 4 schools
- Work on areas for development - 3 schools
- Continue with the positive / good work in RE - 3 schools
- Continue to engage learners - 2 schools

The following were for individual schools:

- Increase time allocation for RE
- See guidance for 14-19
- Continue high standard of whole school acts of collective worship

Standards

Although it was not possible to grade standards in all schools the following observations were made:

Three schools gained RE as a grade 2 and although no lessons were observed in one of the schools the documentation and work in pupils' books would confirm this. After observing lessons and students work in one school, along with examination results, it would seem to ensure that standards are good. In terms of the subject overall in one school the SoW and monitoring procedures are good. It was not possible to make a judgement on standards in three schools as no lessons were observed and in one of the schools no pupils' books were available either. In two schools it was not possible to comment on standards directly, but the lack of tracking pupils attainment and up to date policies would be considered a shortcoming, although one of the schools is working on these areas.

Report on the Provision of Religious Education in the Prestatyn Consortium of Schools

For SACRE - February 2011

1. Background:

Following visits by the Inspector/Adviser RE to each of the schools during the summer term, a report of the visit and issues and outcomes was agreed with the school. There follows the Good Features, Shortcomings and Recommendations for each school, and a general summary of the whole consortium.

2. Excerpts from the School Visits:

a) Prestatyn High School

Good features

- There are many good features of RE/RS at Prestatyn High School
- Consistent high standards at KS4 and 5
- Most of the learners at the school leave with a RE/RS qualification
- High numbers of KS5 learner opting for RS
- Lots of experience amongst the RE/RS teachers
- Large number of relevant resources for the courses covered

Areas for Development

- Develop/update the Policy for RE inline with the Denbighshire Agreed Syllabus for RE
- Reference to Key Skills in KS5 Schemes, See <http://www.wjec.co.uk/uploads/publications/4776.pdf>
- Include the use of more ICT resources
- KS3 levelled portfolios
- Collective Worship policy and procedure should ensure that the majority of the acts of collective worship are of a broadly Christian character

Recommendations

- Continue the good practice evident within the department
- Implement the areas for development

b) Penmorfa CP School

Good features

- $\frac{1}{2}$ termly curriculum overviews for parents in KS1 is excellent.
- There is obviously a passion to see RE delivered well in the school.
- The self evaluation documents are very thorough with clear areas for development consistent with moving the subject forward.
- Collective worship outlined in the school prospectus.

Areas for Development

- Provide opportunities for KS2 learners to achieve level 4.
- The RE policy needs updating inline with the new Denbighshire agreed syllabus.

Recommendations

- Continue with the good practice evident in RE.
- Continue to move RE forward with the developments in the monitoring reports

c) Bodnant Junior School

Good features

- Variety of tasks - including RE and art unit in year 6
- Links and variety of services held in the local churches

Areas for Development

- Update the RE policy inline with the Agreed Syllabus
- Complete the suggested tasks in the Schemes of Work
- Complete and range and skills across the curriculum audit

Recommendations

- Continue to engage the learners in RE
- Move RE forward by following the areas for development.

d) Bodnant Infants School

Good features

- The school clearly has a family ethos that underpins how the school works.
- Links with the local evangelical church clearly enhances collective worship and the pupils experience of RE.
- SMSC was considered as outstanding in the Feb 08 Estyn provision.

Areas for Development

- Evaluate the Scheme of work, ensure coverage of the range.
- Develop the Assessment and Recording for RE, track the progress of all pupils with regards to RE.

Recommendations

- Continue to provide outstanding SMSC.
- Work on the areas for development.

e) Ysgol Melyd

Good features

- Collective Worship provision is excellent, well planned with evidence recorded
- Scheme of Work is inline with the locally agreed syllabus
- Pupils are enthusiastic about RE

Areas for Development

- Separate the portfolio of photos relating to RE and Collective Worship into two distinct files of evidence
- Include the 1st of the core skills in the RE policy (the other 2 are stated)
- Include more emphasis on the foundation phase in the RE policy
- Include RE skills in the discussions on foundation phase pupils

Recommendations

- Continue the good work evident in the department
- Follow the advice given in the areas for development

f) Ysgol Hiraddug, Dyserth

Good features

- Exemplary RE policy
- The formal procedures for ensuring the use of skills and range
- The Guidance for RE support document
- Examples of Peer marking

Areas for Development

- Monitoring and updating the Scheme of Work as it is being used
- Develop resources to enhance the curriculum
- Develop resources to engage the learners

Recommendations

- Continue the good practice already evident within the school
- To implement the areas for development

3. Overall Comments

Good Features

There is much to celebrate in terms of the good features in the schools of the consortium, in particular one issue that was shared in more than one school:

- Links and variety of services held in local churches.

For individual schools, they were:

- Good features of RE/RS
- Consistent high standards at KS4 & KS5
- Most of the learners at the school leave with a RE/RS qualification
- High numbers of KS5 learners opting for RS
- Lots of experience amongst the RE/RS teachers
- Large number of relevant resources for the courses covered
- $\frac{1}{2}$ termly curriculum overviews for parents in KS1 is excellent
- There is obviously a passion to see RE delivered well in the school
- The self evaluation documents are very thorough with clear areas for development consistent with moving the subject forward
- Collective worship outlined in the school prospectus
- Variety of tasks - including RE and art unit in Y6
- The school clearly has a family ethos that underpins how the school works

- SMSC was considered as outstanding in the Feb'08 ESTYN provision
- Exemplary RE policy
- The formal procedures for ensuring the use of skills and range
- The Guidance for RE support document
- Examples of Peer marking

Areas for Development

In this consortium, there were three issues identified across more than one school:

- Develop / update the Policy for RE inline with the Denbighshire Agreed Syllabus for RE
- Evaluate / update and complete the Scheme of Work, ensuring coverage of the range.
- Include more emphasis and RE skills in RE Policy and RE discussions on the foundation phase.

For individual schools, they were:

- Reference to Key Skills in KS5 Schemes
- Include the use of more ICT resources
- KS3 levelled portfolios
- Collective worship policy and procedure should ensure that the majority of the acts of collective worship are of a broadly Christian character
- Provide opportunities for KS2 learners to achieve level 4
- Complete the range and skills across the curriculum audit
- Develop the Assessment and Recording for RE.
- Separate the portfolio of photos relating to RE and Collective Worship into two distinct files of evidence
- Include the 1st of the core skills in the RE policy
- Develop resources to enhance/engage the curriculum / learners

Recommendations

Clearly, recommendations normally follow on from the areas of development, so therefore there is one issue that covers five of the schools in the consortium, but also another, arising from the good practice as identified in the good features:

- Continue the good practice evident in RE
- Implement / Work on areas of development

The following were for individual schools:

- Continue to provide outstanding SMSC
- Continue to engage learners in RE

Standards

Although it was not possible to grade standards in all schools the following observations were made for individual schools:

- KS1 grade 2 and KS 2 grade 3 and evidence would suggest that this was correct, the self evaluation did indicate what the school were doing to move KS2 to a 2.
- Evidence confirmed previous Estyn report as a grade 1 for SMSC with teaching and learning as a grade 2.
- Gained a grade 2 in RE; co-ordinator working towards gaining a grade 1
- Standards in both teaching and learning of RE are graded as a 2 as long as the development areas are addressed.
- A good department with no important shortcomings
- Although no lessons were observed the consistent high results achieved ensure that learning could be considered as good or better. The self evaluative nature of the way in which the department presently operates should continue to have a positive effect on standards.

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

Date of Meeting:

7 February 2011

Agenda Item:

7

Report Details

Background to the Report:

The report contains the detailed results for examinations at GCSE and Advanced Level Religious Studies for the year 2010.

Purpose of the Report:

For members to be fully informed as to results for the year 2010.

Recommendations:

- To receive the information
- To consider any further action as may be required

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

Date of Meeting:

7 February 2011

Agenda Item:

8

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, including details of 'St Asaph Cathedral Primary Workshop' to be held on 24 March 2011

Recommendations:

- To receive the information

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

Date of Meeting:

7 February 2011

Agenda Item:

9

Report Details

Background to the Report:

Development of a Cross-Authority Working Group to create a framework which will include RE in the Foundation Phase.

Purpose of the Report:

For members to be informed of the work of the Foundation Phase Working Party

Recommendations:

- To receive the verbal report

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

Date of Meeting:

7 February 2011

Agenda Item:

10

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.



Cofnodion cyfarfod CCYSAGauC a gynhaliwyd yng Nghaerffili ar 26 Tachwedd 2010 /

Minutes of the Wales Association of SACREs meeting in Caerphilly on 26 November 2010

<p>Ynys Môn / Anglesey Rheinallt Thomas Eurfryn Davies Bethan James</p> <p>Blaenau Gwent Gill Vaisey Paula Webster Chris Abbas</p> <p>Pen-y-bont ar Ogwr / Bridgend Carys Thomas Edward Evans ??</p> <p>Caerffili/ Caerphilly Michael Gray Vicky Thomas John Taylor Helen Bartley</p> <p>Caerdydd / Cardiff Luisa Munro-Morris</p> <p>Sir Gaerfyrddin / Carmarthenshire Meinir Wyn Loader Mary Parry Helen Gibbon</p> <p>Ceredigion</p> <p>Conwy Phil Lord Nicholas Richter</p>	<p>Sir Ddinbych / Denbighshire Brian H Jones Phil Lord Morfudd Jones</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd Bethan James</p> <p>Merthyr Tudful / Merthyr Tudful Carys Thomas</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey Sharon Perry-Phillips</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport Vicky Thomas Sally Northcott</p> <p>Sir Benfro / Pembrokeshire Huw George Gwyn Rodgers</p> <p>Powys J M Pugh</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 Vicky Thomas Dafydd Treharne Ramiz Delpak</p> <p>Wrecsam / Wrexham Tania ap Siôn Helen Hughes</p> <p>Sylwedyddion / Observers Denize Morris (APADGOS / DCELLS) Leslie Francis (Canolfan St Mary's Centre) Gavin Craigen (Canolfan St Giles' Centre) Ben Wigley (REMW) Darren Wayne Ralph (VALREC) Ian Morgan (NGfL Cymru)</p>
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1. **Introduction and welcome.** The meeting began with a period of silence in memory of former WASACRE Chair, Father Ieuan Wyn Jones. Members were formally welcomed to the meeting by the Mayor Cllr James Thistle and the Director of Education, who spoke about the value that the LA places on the work of SACRE and WASACRE.
2. **Quiet reflection.** The Chair led the reflection which included a prayer for Interfaith Week
3. **Apologies:** David Brookes (Caerphilly), Nigel Steele-Mortimer (Flintshire), Sue Cave (Monmouthshire), David Atwell (Newport), Susan Allen (RCT), Jane Ward (RCT), Eldon Phillips (Swansea), Janet Neilson (Swansea), Fred Gilmore (Flintshire), John Mitson (Powys), Tudor Thomas (WJEC), Jen Malcolm (NPT).
4. **Minutes of meeting held in Wrexham, 24 June 2010.** The minutes were accepted as a correct record of the meeting.
5. **Matters arising.** There were no matters arising not covered in the agenda.
6. **NAPfRE presentation: Ian Morgan – NGfL Cymru.** Ian Morgan outlined and exemplified the teaching and learning agenda of NGfL Cymru in relation to RE and RS. The agenda focuses on supporting education policy in relation to developing Thinking and Assessment for Learning, the School Effectiveness Framework, and the Self-review Framework. It aims to create resources which are effective and interesting, targeted at the curriculum in Wales, and adaptable (i.e. they can be used with other resources currently available). The website is also fully bilingual. The Innovative Resources Fund is available to teachers who want to make their resources available on the website. There are also Professional Learning Communities which allow the sharing of resources, ideas, and experiences. The structure of the website was described to members, and included the subject and age group categories. The following RE resources were exemplified: the DCELLS funded Eclips; resources for the WJEC Short Course for RE; I.M.P.A.C.T. (prejudice and discrimination); the 'Big Questions' KS3 resource; and the Foundation Phase 'Anwen' resource. In total, there are around 50-60 resources which support RE across the age groups, which are freely accessible. Eight / nine teachers seconded to NGfL Cymru are available to provide free INSET to schools on the resources on the website. Through registering on NGfL Cymru website and selecting areas of interest, it is possible to receive updates and alerts of new resources. Teachers are able to suggest the resources they need through using the 'contact us' facility on the website, and if they want to contribute resources, they can use the 'contribute to NGfL Cymru facility'.
7. **Project updates:**
 - (a) **Celebrating RE** Gill Vaisey, a member of the WASACRE / NAPfRE Wales planning group for the RE Festival (Celebrating RE, www.celebratingre.org) updated members on the plans for the national launch event on 2 March, 2011 at Stanwell School, Penarth. Archbishop Barry Morgan will officially launch the festival and there will be significant contributions by Canon Roger Royle and India Dance Wales. It is hoped that a Minister will be able to attend. In addition, local schools will be performing in a variety of contexts. Members were asked to encourage their SACREs (a) to draw schools' attention to the WASACRE competition on the Celebrating RE website (b) to send a good number of representatives to the Wales launch of the festival on 2

March; an invitation will be sent out to SACREs shortly, asking for names of representatives.

- (b) **Website** Tania ap Siôn showed members the new bilingual WASACRE website www.wasacre.ac.uk. The aim of the website was described as two-fold: to provide SACREs in Wales with a useful resource and to advertise the work of WASACRE to the wider community. The website includes essential information about: WASACRE and its purpose; the Association's meetings; projects in which the Association is involved; relevant publications (including publications by WASACRE, SACREs – syllabi and annual reports, the Welsh Assembly Government); websites of other RE-related organisations. Members were asked to publicise the website to their SACREs and to send electronic copies of their Agreed Syllabi and Annual Reports to the Secretary, if they had not already done so. The Chair thanked Tania ap Siôn for her work organising and developing the website.
- (c) **WASACRE survey** The response to the SACRE questionnaire 'SACREs and the Local Community' was described as excellent, and SACREs were thanked for their participation. Almost all SACREs had completed and returned the questionnaire. The two responses still awaited were being followed up.
- (d) **RESilience** Gavin Gaigen, a lead RESilience mentor for the RESilience project (<http://www.re-silience.org.uk>), gave an update on developments in Wales. The pilot phase of the project, had been completed and it had been very successful. The 'Gateway' resource documents for the project had been finalised, and they were described as excellent resources. The importance of SACREs encouraging their secondary schools to participate in the project was stressed.

8. Presentation: Jo Malone – Face to Faith. Jo Malone, Face to Faith Facilitator, described the 'Face to Faith' programme as one of the three programmes supported by the Tony Blair Faith Foundation. The other two programmes are 'Faith and Globalisation (global university focus)' and 'Faith PACT's fellows' (20 to 27-year-olds – pairing up young people of different faiths). The aim of the 'Face to Faith' programme is to connect young people (11 to 16-year-olds) of different cultures and faiths, learning with, from, and about one another. The programme is now active in 15 countries worldwide; however, this includes only one Welsh school. Underpinning the programme is RESPECT: Respect of diversity, Education not indoctrination, Safety to share with confidence, Perspective, Empathy, Celebration of difference, and Tolerance. In terms of process the internet is used to connect young people (carefully monitored and with controls in place), and there are a range of issue-based modules, which are explored through different faith lenses. Young people become peer educators / ambassadors of their own faith. Often heads of RE are the project leaders, and Jo Malone provides support to help them get started on the programme. Support generally is intensive. No cost is involved in joining the programme or accessing the training. The video conferences are held in other languages in addition to English and this can also include Welsh, if there is a teacher willing to provide translation. There are also 'lead schools' (currently two in the UK), and the programme is looking for lead schools in Wales, Scotland and Northern Ireland. The University of Warwick (WRERU) is involved in ensuring the quality of the programme. Schools which wish to register on the programme should contact Jo Malone (jo.malone@tonyblairfoundation.org). For more information about the programme, visit www.tonyblairfoundation.org

- 9. Presentation: Darren Ralph – Religion and Belief.** Darren Ralph from the Valley’s Regional Equality Council (VALREC) roles works as Trainer (Equality & Diversity, Religion & Belief), Caseworker (Equalities and Human Rights), and Development Officer (A Voice in the Valleys). The main aims of VALREC are: to be an independent advocate for equality and human rights; to reduce inequality, eliminate discrimination, strengthen good relations between people and protect human rights; to challenge prejudice and disadvantage and promote the independence of human rights; to use VALREC’s influence and authority to ensure equality and human rights remain a top priority for public service providers; and to provide advice and assistance to individuals and organisations. Currently, VALREC has service level agreements with the County Borough Councils of Bridgend, Caerphilly, Rhondda Cynon Taf, Torfaen and Blaenau Gwent. VALREC provides a platform through forums and networks which enable people to have a voice, and it provides a number of services which include: consultation and awareness raising; projects; training; and casework. At the centre of VALREC’s work is community cohesion, and this includes the Prevent agenda, hate crime, and forced marriage and HBV, for example. Darren Ralph cited a case work of a Muslim man and victim of hate crime as an example of how VALREC works with multi-agencies in their response to the situation. He stressed that Religious Education has a very important role to play in schools by exposing young people to that which they would not normally encounter, and this is significant in countering discrimination. The content of the Employment Equality (Religion or Belief) Regulations 2003 and the Racial and Religious Hatred Act 2006 were summarised in addition to the aims, objectives and content of the training offered by VALREC on ‘Religion and Belief’. After the presentation, Vicky Thomas noted that these issues were relevant to issues in the Short Course and also for schools exploring human rights in sixth-form conferences. More information about VALREC is available on: <http://www.valrec.org>
- 10. Correspondence** Included newsletters from the Interfaith Network for the UK; an email from Sali Robert’s (RE News) confirming that REflections could be included on the WASACRE website after their publication in the magazine; a letter from the Minister of DCELLS moving the date for the annual meeting with WASACRE to 23 March 2011; an email from Jacqui Hounsell (WAG, Department of the First Minister and Cabinet) informing WASACRE that WAG is jointly hosting with Cardiff Council a national service for Holocaust Memorial Day in City Hall, Cardiff on 27 January 2011 (if anyone knows of events being organised to commemorate the day, the Trust would be interested in publicising them on their website).
- 11. Report from the Executive Committee held on 15 October 2010** Attention was drawn to point 2 (Estyn’s new common inspection framework and guidance). Vicky Thomas suggested that this was an issue which should be raised in WASACRE’s meeting with the Minister in March. Rheinallt Thomas informed members about a related matter identified in a newsletter from Julie Grove – with reference to RE in England, it was claimed that the national profile of RE was at a low point. Concern was expressed that local determination of RE may be in jeopardy, although within the ‘Big Society’ context and the place of SACREs within it, this should not be the case. Eufryn Davies emphasised the importance of a strong Councillor presence at WASACRE meetings, and expressed disappointment with the number of Councillors in general attending these meetings.

Under 4, paragraph 2, remove ‘(post 16)’.

The meeting was concluded early due to worsening weather conditions. The next meeting will be held on **2 March 2011** at Stanwell School, Penarth.

12. Showcase of RE resources

13. A.O.B.

DRAFT