



To: Members of the Standing Advisory Council for Religious Education (SACRE)

Date: 21 June 2012

Direct Dial: 01824 706204

e-mail: dcc\_admin@denbighshire.gov.uk

Dear Sir / Madam

You are invited to attend a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** to be held at **2.00 pm** on **FRIDAY, 29 JUNE 2012** in **COUNCIL CHAMBER, RUSSELL HOUSE, RHYL.**

Yours sincerely

G Williams  
Head of Legal and Democratic Services

## **AGENDA**

**PART 1 - THE PRESS AND PUBLIC ARE INVITED TO ATTEND THIS PART OF THE MEETING**

### **SILENT REFLECTION**

#### **1 APOLOGIES**

#### **2 DECLARATION OF INTERESTS**

Members to declare any personal or prejudicial interests in any business identified to be considered at this meeting.

### **3 URGENT MATTERS AS AGREED BY THE CHAIR**

Notice of items which, in the opinion of the Chair, should be considered at the meeting as a matter of urgency pursuant to Section 100B(4) of the Local Government Act 1972.

### **4 MINUTES OF LAST MEETING (Pages 1 - 10)**

To receive and approve the minutes of the Denbighshire SACRE meeting held on 24 February 2012 (copy enclosed) and to consider any matters arising.

### **5 ANALYSIS OF INSPECTION REPORTS (Pages 11 - 16)**

To consider a report by the Senior Learning Adviser RE (copy enclosed) analysing the results of the recent inspections of six schools undertaken between November 2011 and March 2012.

### **6 MONITORING AND SUPPORTIVE REVIEWS (Pages 17 - 28)**

To receive a report by the Senior Learning Adviser RE (copy enclosed) on the provision of Religious Education in the Denbigh High School consortium of schools.

### **7 WALES ASSOCIATION OF SACRES (Pages 29 - 38)**

(a) To receive the minutes of the last meeting of the Association held on 30 March 2012 in Ceredigion (copy enclosed)

(b) To consider the response from the Welsh Government regarding the issue of representation on SACREs by British Humanist Association

### **8 MOODLE WEBSITE (Pages 39 - 40)**

To receive a verbal report from the Senior Learning Adviser RE regarding the use of the Moodle website for schools to access RE resources.

### **9 LITERACY/NUMERACY WITHIN RE COMPETITION FOR SCHOOLS (Pages 41 - 42)**

To receive a verbal update from the Senior Learning Adviser RE regarding the competition for schools to produce resources that will include Literacy and Numeracy in Key Stage 2 and/or Key Stage 3 Religious Education.

### **10 DATE OF NEXT MEETING**

The next meeting of Denbighshire SACRE will be held at 10.00 a.m. on Friday 5 October 2012 in the Council Chamber, County Hall, Ruthin.

## **PART 2 - NO ITEMS**

## **MEMBERSHIP**

### **Councillors Representing Denbighshire County Council**

Alice Jones  
Margaret McCarroll  
Arwel Roberts

Joe Welch  
Dewi Owens  
Julian Thompson-Hill

### **Representing Religious Denominations**

Rev. B H Jones  
Rev. Martin Evans-Jones  
Ms Mary Ludenbach  
Mrs C Thomas

Mrs E Wright  
Mr R Elms  
Ms S Harris  
Lt. Sian Radford

### **Representing Teacher Associations**

Ms M Bradshaw  
Mrs C Harmsworth

Ms. Ali Ballantyne

### **Co-opted Members**

Ms. Tania Ap Siôn  
Mr G Craigen

Mrs M B Lloyd

### **COPIES TO:**

All Councillors for information  
Press and Libraries  
Town and Community Councils

This page is intentionally left blank

# Agenda Item 4

## **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 Friday, 24 February 2012 at 2.00 p.m.

### **PRESENT**

#### **Representing Denbighshire County Council**

Councillors Christine Evans, Gwilym Evans and Morfudd Jones  
**Observer:** Councillor Meirick Davies

#### **Representing Religious Denominations**

Mrs. Sylvia Harris, Reverend Brian H. Jones, Ms. Mary Ludenbach, Lt. Sian Radford and Mrs. Elaine Wright

#### **Representing Teacher Associations**

Mrs. Maxine Bradshaw (Chair) and Alison Ballantyne (substitute for Maureen Phillips)

#### **Co-opted Member**

Mrs. M.B. Lloyd

### **ALSO PRESENT**

Senior Learning Adviser RE (PL) and Clerk to SACRE (KEJ)  
The Secondary School Effectiveness Performance Officer (JM) attended for Item No. 9.

### **SILENT REFLECTION**

The meeting began with a few minutes silent reflection.

#### **1 APOLOGIES**

Councillors Ann Davies, Glyn Jones and Jane Yorke together with Reverend Martin Evans-Jones, Mr. Rodney Elms, Mr. Gavin Craigen and Ms. Tania Ap Sion.

#### **2 DECLARATION OF INTERESTS**

No declarations of personal or prejudicial interest had been raised.

#### **3 URGENT MATTERS AS AGREED BY THE CHAIR**

The Chair indicated that she intended to include for discussion the following matter requiring urgent attention –

Nomination to WASACRE Executive

#### 4 MINUTES OF THE LAST MEETING

The minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held on 14 October 2011 (previously circulated) were submitted.

##### **Matters Arising –**

Page 3 – Item No. 7 – Correspondence from Humanist Society – Councillor Christine Evans indicated that her views on the matter had not been included within the minutes and she queried the outcome of the WASACRE meeting during which the membership request had been considered. The Senior Learning Adviser RE confirmed that the minute had only provided a brief summary because of WASACRE's recommendation to delay consideration of the matter pending their meeting in November 2011. He advised that although the matter had been discussed at that meeting no decision had been made about how to proceed and he felt it would be unwise to discuss the matter further until WASACRE had provided a firm viewpoint. Councillor Evans was concerned that the matter had been further delayed and the Senior Learning Adviser RE agreed to raise the matter again at the next WASACRE meeting.

Page 7 – Item No. 12 – Date of Next Meeting – whilst the accuracy of the minute was correct it was noted that the date of the next meeting had subsequently been changed from 13 February to 24 February 2012.

Alison Ballantyne sought further information regarding Archbishop Rice Jones Charitable Trust which had also been referenced within the minutes. Mrs. Sylvia Harris agreed to provide further details to Ms. Ballantyne outside of the meeting.

**RESOLVED** that the minutes of the SACRE meeting held on 14 October 2011 be received and approved as a correct record.

#### 5 ANALYSIS OF INSPECTION REPORTS

The Senior Learning Adviser RE (SLA:RE) submitted a report (previously circulated) analysing the results of the recent Estyn inspection in terms of RE provision carried out at Ysgol Tremeirchion in November 2011. The school had been inspected under the new Estyn Framework.

The SLA:RE took members through the short report and members noted the positive references to RE and that no negative comments had been received. The regular Monitoring Reports produced from the SLA:RE's visits to schools provided more meaningful data for members to consider in light of the brief references provided by Estyn under the new reporting framework. Members were reminded that a report on the new Estyn Framework had been included later on today's agenda. The Chair confirmed that SACRE was very fortunate to receive detailed monitoring reports from the SLA:RE for schools consortia groups and she took the opportunity to thank him for all his hard work in that regard.

Councillor Morfudd Jones encouraged members to read the full inspection report for the school which put the various elements of the inspection into context and the SLA:RE agreed to provide a link to Estyn's website in future reports to SACRE for ease of reference.

**RESOLVED** that –

- (a) *the report be received and noted;*
- (b) *a letter be sent to Ysgol Tremeirchion informing the school that their Inspection Report had been considered and congratulating them on the good features identified, and*
- (c) *the Local Authority be requested to distribute the above letter.*

## **6 EXAMINATION RESULTS 2011**

The Senior Learning Adviser RE (SLA:RE) submitted a report (previously circulated) detailing results for examinations at GCSE and Advanced Level Religious Studies for the year 2010 and 2011 together with an analysis of the differences and trends for members' review.

The SLA: RE proceeded to take members through the results in detail and reported upon comparisons between the 2011 and 2010 examination results for each school. He particularly referred to the following –

### **GCSE Results – Religious Studies 2011 – All – Full Course**

- Denbigh High School – an improvement of 10.4% on the previous year for candidates achieving A\* - C which was 4.9% above the national average
- Glan Clwyd – an improvement of 31.8% on the previous year for candidates achieving A\*– C which was 8.9% above the national average
- Prestatyn High School – an improvement of 11% on the previous year for candidates achieving A\* – C which was 16.8% above the national average
- Dinas Bran - an improvement of 37.2% on the previous year for candidates achieving A\* – C which was 14.3% above the national average
- Brynhyfryd – an improvement of 5.9% on the previous year for candidates achieving A\* – C which was 14% above the national average
- Rhyl – had entered 88.9 candidates (none the previous year) which equated to an improvement of 88.9% on the previous year for candidates achieving A\* – C which was 16% above the national average
- Blessed Edward Jones – an improvement of 0.9% on the previous year for candidates achieving A\* – C which was 19.7 below the national average

- St. Brigids – an improvement of 5.5% on the previous year for candidates achieving A\* – C which was 27.1% above the national average.

The overall results had been positive with Denbighshire achieving 12% above the national average and an improvement of 11.1% compared to the previous year.

### **GCSE Results – Religious Studies 2011 – All - Short Course**

There was a mixed result for schools as follows –

- Denbigh – there were 68 more candidates than the previous year showing an improvement of 3.1% for those achieving A\* – C but 28.9% below the national average and much work was ongoing to improve those results
- Prestatyn – there were 45 more candidates than the previous year showing an improvement of 2.2% for those achieving A\* – C which was 55.8% below the national average
- St. Brigids – there were 2 candidates compared to 0 the previous year who had achieved A\* – C which was 42% above the national average

The overall results showed a decline of 15.8% in Denbighshire's results compared to the previous year which was 35% below the national average for 2011.

### **GCE Advanced Level – Religious Studies 2011 – All**

All schools had improved performance compared to the previous year –

- Denbigh – showed an improvement of 4.3% against the previous year for candidates achieving A\* – C which was 32.6% below the national average
- Glan Clwyd – there were 3 candidates compared to 0 the previous year showing an improvement of 100% for candidates achieving A\* – C which was 22% above the national average
- Brynhyfryd – showed an improvement of 20% for 4 candidates against the previous year for those achieving A\* – C which was 22% above the national average
- St. Brigids – showed 100% of pupils entered had achieved A\* – C resulting in an improvement of 16.8% compared to the previous year and 22% above the national average.

The overall results showed an improvement of 11.6% for Denbighshire compared to the previous year's results which was 6.4% above the national average.

In concluding his summary of the examination results, the SLA:RE drew members' attention to a results comparison of Denbighshire's schools to the national average over the period 2004 to 2011. He also explained that the previous practice of separately reporting upon boys and girls performance had not been possible for this



year although it was hoped that separation of that data could be undertaken in future.

During consideration of the examination results members took the opportunity to clarify a number of issues with the SLA:RE. It was explained that there had been no entrants for A Level at Rhyl High School or Blessed Edward Jones High School because sixth form provision had been transferred to the Rhyl Sixth College. In terms of the disappointing results at GCSE level in Blessed Edward Jones High School compared to the national average, Ms. Mary Ludenbach reported upon the steady improvements over a number of years during some difficult times for the school. She was pleased to report that the outlook was very positive.

**RESOLVED** that –

- (a) *the statistical data and summary be received;*
- (b) *the Senior Learning Adviser RE arrange meetings with those schools showing disappointing examination results to ascertain what strategies were being adopted in order to address issues of under performance and to offer his services in helping to bring about improvements, and*
- (c) *letters of congratulation be sent to those schools where results had improved on the previous year and were above the national averages.*

## **7 WALES ASSOCIATION OF SACRES**

(This item was brought forward on the agenda with the consent of the Chair)

The Senior Learning Adviser RE (SLA:RE) reported that the minutes of the meeting of the Wales Association of SACREs (WASACRE) held on 24 November 2011 in Cardiff were not yet available for circulation. Instead, he verbally reported upon the meeting advising that three presentations had been given which focused on the theme of Community Cohesion. He particularly referred to an inspiring presentation made by Jared Nolan on a Community Cohesion project involving Usk Primary School and Gwent Ethnic Minority Service. Many items came under the Community Cohesion agenda and the project had provided a positive experience for those involved by bringing people together.

Members discussed the merits of community cohesion and how it was promoted in schools through various sporting activities and events and trips such as the Welsh Jamboree and Glan Llyn which encourages interaction of diverse pupils in various settings. Ms. Mary Ludenbach reported upon the range of diversity at Blessed Edward Jones High School with a mix of different cultures and Christian denominations. Mrs. M.B. Lloyd referred to the diversity of religions which could be brought together and the SLA:RE reported upon the aims of RE Week held the previous March to encourage non church schools to use St. Asaph Cathedral as a learning resource.

**RESOLVED** that the verbal report of the meeting of WASACRE held on 24 November 2011 be received and noted.

## 8 LITERACY/NUMERACY WITHIN RE COMPETITION FOR SCHOOLS

The Senior Learning Adviser RE (SLA:RE) verbally reported upon the possibility of arranging a competition for schools to produce resources that would include Literacy and Numeracy in KS2 and/or KS3 Religious Education. The idea was also being raised with Conwy and Flintshire and Conwy had agreed prize money of £200 as an incentive for entries and had requested that the Foundation Phase also be included. The idea involved offering blank pro forma lesson plans to schools for completion with the resultant lesson plans being judged by an Evaluation Panel involving a Literacy Adviser from the Curriculum Services and SACRE members. Once evaluated the best entries could be shared across all schools as a learning resource.

The Advisory Council welcomed the idea of a competition to encourage the production of innovative literacy and numeracy based activities which could be used as a learning resource and shared with other schools. Members also discussed the drive for literacy and numeracy within schools which were being built through different subjects and acknowledged the usefulness of an additional resource for schools in addressing those issues. Members felt it would be useful for the competition to be coordinated across Conwy, Denbighshire and Flintshire local education authorities to encourage a larger number of entries which could be shared across all three counties. The Secondary School Effectiveness Performance Officer suggested that the resources could be placed on Moodle.org website which was an open source community based tool for learning. It was proposed that the Chair and Vice Chair of SACRE be appointed to the Evaluation Panel to judge the entries received. In response to a question from Councillor Morfudd Jones the SLA:RE advised that the translation costs of the lesson plans needed to be further considered to enable a fully bilingual resource to be produced. The committee also discussed the prize money for the winning entry and Mrs. Sylvia Harris agreed to raise the possibility of grant funding with the Trustees of Archbishop Rice Jones Charitable Trust. Members also considered whether to stipulate that the prize money must be spent specifically on RE but felt that they would likely secure a higher number of entries if no stipulation was imposed in that regard. Consequently it was –

**RESOLVED** that –

- (a) *the arrangement of a competition by the Senior Learning Adviser RE, coordinated across Conwy, Denbighshire and Flintshire local education authorities, for schools to produce resources that would include Literacy and Numeracy in KS2 and/or KS3 Religious Education be supported;*
- (b) *the Chair, Ms. Maxine Bradshaw and the Vice Chair, Mr. R. Elms be appointed to the Evaluation Panel to judge the competition entries;*
- (c) *grant funding to support the competition be sought from Archbishop Rice Jones Charitable Trust, and*
- (d) *no stipulation be imposed on the prize money in terms of spend on Religious Education.*

At this juncture Mrs. Mairwenna Lloyd referred to a number of long serving members who had resigned from SACRE during the last year and it was agreed that letters of appreciation be sent to those individuals thanking them for their dedication and valuable service. The number of vacancies on the Advisory Council was also raised and the SLA:RE reported upon renewed efforts to fill those vacancies.

## **9 NEW ESTYN INSPECTIONS AND THE FOCUS ON SCHOOL EVALUATION**

The Secondary School Effectiveness Performance Officer (SSEPO) delivered a presentation to members on the new Estyn inspection framework and the focus on school self evaluation. Members were advised of the following –

- the introduction of the new inspection framework in September 2010 and the main changes resulting in a much simpler framework and a reduction in the number of key questions (from 7 to 3) by which schools were assessed
- schools being given four weeks notice of an inspection and the likelihood was that the six year cycle would continue unless a school faced serious issues
- self evaluation was now a key issue for schools with Estyn wanting to see that schools were self improving organisations who could identify strengths, weakness and capacity for improvement
- a smaller inspection team would be visiting schools with outcome based processes and a greater emphasis on the use of performance data; greater attention was also paid to pupils' wellbeing and SMSC (Spiritual, Moral, Social, Cultural values) was included within that framework
- inspection reports were much shorter and written at a level for lay people to understand with emphasis on building capacity for improvement
- Estyn undertook an investigative process and expected to see quality assurance systems in schools and evaluations which needed to be outcome driven
- judgements were made on three Key Questions (KQ) – KQ1 How good are the outcomes?; KQ2 How good is provision?, and KQ3 How good are leadership and management?
- definitions of the grading for schools were also provided
- Ysgol Emmanuel and Ysgol Melyd had both received outstanding inspection reports and examples of their work had been provided on Estyn's website
- where schools were graded as adequate the local education authority would monitor progress and if there was no improvement in twelve months Estyn would undertake a monitoring visit. If no improvement was found the school would be regraded to inadequate resulting in more regular visits from Estyn and further support from the local education authority.

In terms of Religious Education, most RE Departments were not inspected as Estyn targeted their lines of enquiry at areas of weakness. For example, the SSEPO was pleased to report that Prestatyn High School's RE Department had been classed as outstanding and therefore did not warrant an inspection. SMSC (Spiritual, Moral, Social and Cultural values) was considered under KQ3 but again not routinely inspected unless it had been identified as an area of weakness through the evaluation process. Overall Denbighshire's inspection had been very good – one

school was subject to monitoring by the local education authority but all the other schools inspected to date had been good and Denbighshire had the best profile in North Wales and one of the best in Wales so far. A clearer picture would emerge once all schools had been through the inspection process.

Members discussed the new framework and self evaluation process and the SSEPO responded to questions and comments as follows –

- to ensure consistency of approach to self evaluation schools had been provided with descriptors (developed by Cynnal) and Estyn had also produced guidance for schools
- methods to assess pupils wellbeing included completion of an online questionnaire; interviews, together with attendance levels and participation in other school activities such as sports and societies
- schools generally performed well in RE as a subject and SMSC but it was important to retain the level of resources to ensure standards did not slip
- there was a greater opportunity of sustaining A level teaching for RE and securing a viable number of participants via the Rhyl Sixth Consortia
- those pupils wanting Catholic provision post 16 needed to be addressed with Blessed Edward Jones Catholic High School and there was a need to make effective use of teachers for pupils wanting to take those courses.

The Chair thanked the SSEPO for his interesting and informative presentation and Mrs. Mairwenna Lloyd felt it would be beneficial to invite a school which had been subject to the new inspection to a future meeting of the committee to advise SACRE of their experience. The Chair added that an RE Coordinator would be in a better position to speak to SACRE about how RE was perceived by the inspectors.

**RESOLVED** that –

- (a) the presentation by the Secondary School Effectiveness Performance Officer be received and noted, and*
- (b) an invitation be extended to a school who had been subject to an inspection by Estyn under the new framework to attend a future SACRE meeting to advise on their experience and how RE had been perceived by the inspectors.*

## **10 URGENT MATTER: NOMINATION TO WASACRE EXECUTIVE**

The Senior Learning Adviser RE (SLA:RE) advised that the term of office of the Reverend Brian H. Jones and Rheinallt Thomas on the Wales Association of SACRE's Executive was coming to an end. Accordingly WASACRE was seeking further nominations for those positions on the Executive.

During the ensuing discussion Reverend Jones advised that the majority of meetings were held in Cardiff and the SLA:RE expressed an interest in being nominated for the position. It was proposed by Mrs. Sylvia Harris and seconded by Mrs. Mairwenna Lloyd that Mr. Philip Lord, Senior Learning Adviser RE be nominated. All members agreed.

**RESOLVED** that Mr. Philip Lord, Senior Learning Adviser RE be nominated by Denbighshire SACRE for one of the vacancies on the WASACRE Executive.

At this juncture the Clerk to SACRE agreed to send a letter to all members advising them of the dates of future SACRE meetings once the timetable of council meetings for the forthcoming year had been finalised.

In closing the meeting the Chair thanked everyone for their attendance. She also advised that Councillors Christine Evans, Gwilym Evans and Morfudd Jones were attending their last meeting as elected members and paid tribute to their service on the Advisory Council and valuable contributions to debate.

**The meeting concluded at 3.40 p.m.**

This page is intentionally left blank

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

Date of Meeting:

29 June 2012

Agenda Item:

**5**

Analysis of Inspection Reports

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 LEA to distribute the letters to the schools involved

This page is intentionally left blank



**Analysis of Inspection Reports  
Denbighshire SACRE**

**29 June 2012**

**Inspected under the new Estyn Framework**

<b>School</b>	<b>Dates</b>	<b>Reporting Inspector</b>
<b>Ysgol Bro Cinmeirch</b>	<b>November 2011</b>	<b>Goronwy Morris</b>
<i>Ysgol Bro Cinmeirch is sited between Llanrhaeadr and Llanrhaeadr-yng-Nghinmeirch, 3 miles from Denbigh. There are 69 pupils on roll. Approximately 60% of pupils speak Welsh at home, and teaching is mainly carried out through the medium of Welsh. Eleven per cent of pupils are recorded as having special educational needs, and 3.4% are entitled to receive free school meals.</i>		
<b>Ysgol Pant Pastynog</b>	<b>November 2011</b>	<b>Iolo Dafydd</b>
<i>Ysgol Pant Pastynog serves the villages of Prion, Peniel, Saron and Nantglyn near Denbigh and the nearby rural area. It is a VC school, CinW. There are 58 pupils on roll, including 7 nursery pupils. 79% of pupils are from Welsh-speaking homes. 11% of pupils are from 'another white' ethnic background, and are learning English as an additional language. No pupils are entitled to free school meals, and 17.6% of pupils are registered as having additional learning needs.</i>		
<b>Ysgol Tir Morfa</b>	<b>December 2011</b>	<b>Claire Yardley</b>
<i>Ysgol Tir Morfa is a community special school in Rhyl. It caters for pupils aged 3-19. Pupils have a wide range of special educational needs, including moderate, severe and profound and multiple learning difficulties, autistic spectrum disorders and behavioural, emotional and social difficulties. There are 133 pupils on roll. 47% of pupils are entitled to free school meals. Welsh is the home language of 2 pupils. Nine pupils are looked after by the authority.</i>		
<b>Ysgol Carrog</b>	<b>January 2012</b>	<b>H. Williams</b>
<i>Ysgol Carrog is in the village of Carrog near Corwen. There are 33 full-time and 5 part-time nursery children on roll, and around 8% of pupils are entitled to free school meals. Approx 10% of pupils speak Welsh at home. Around 10% of pupils have additional learning needs.</i>		
<b>Llandrillo CP School</b>	<b>January 2012</b>	<b>Maldwyn Pryse</b>
<i>Ysgol Llandrillo near Corwen has 28 pupils including one part-time nursery pupil. Welsh is the school's main language. Thirty per cent are from Welsh-speaking homes. Seven per cent are from ethnic backgrounds. Fifteen per cent of pupils are identified as having additional learning needs (ALN). There are plans to merge the school with another local school in September 2012.</i>		
<b>Ysgol Dyffryn Iâl</b>	<b>March 2012</b>	<b>Goronwy Morris</b>
<i>Ysgol Dyffryn Iâl is on 2 sites in the villages of Bryneglwys and Llandegla 6 miles apart. It is a VC school, CinW. It is a fully bilingual school. Foundation Phase pupils are on the Bryneglwys site and KS2 pupils are taught at the Llandegla site. About 20% of pupils speak Welsh at home. There are 50 pupils on roll, including 11 nursery age pupils. Around 2% of pupils are entitled to free school meals. Eleven pupils, 22%, are identified as having additional learning needs.</i>		

## POSTITIVE COMMENTS

### Key Question 1: How good are the Outcomes?

#### Wellbeing:

3 Schools

- Many pupils are developing a wide variety of personal and social skills through their involvement with a wide range of local bodies and organisations, including Eglwys Sant Dyfnog and local chapels. (*Ysgol Pant Pastynog*)
- The way in which the school's pupils are developing into complete and confident individuals is a strong feature. (*Ysgol Pant Pastynog*)
- Very good quality personal and social education gives pupils many opportunities to discuss and reflect on important issues that may impact on their lives. (*Ysgol Tir Morfa*)
- Many pupils gain good levels of knowledge, experience and confidence from their involvement with the community. The way in which pupils at the school develop as rounded and confident individuals is a strong feature. (*Ysgol Dyffryn Iâl*)

### Key Question 2: How good is provision?

#### Learning experiences:

6 Schools

- Teachers work together effectively to plan a curriculum that responds to the requirements of the Foundation Phase, The National Curriculum and religious education. (*Ysgol Bro Cinmeirch*)
- Pupils' knowledge of global citizenship is enriched very effectively through taking part in the Comenius scheme with schools in Spain, Belgium, Italy and Sweden. The school has gained recognition for raising a great deal of money for charities. (*Ysgol Bro Cinmeirch*)
- The school does a great deal to develop pupils' understanding of, Fair Trade and global citizenship. A link has been established with a children's home in Nepal and pupils had an opportunity to attend a concert by the Watoto Choir, Africa and a workshop on African music. The school takes full advantage of the backgrounds of pupils' families who come from other countries. (*Ysgol Pant Pastynog*)
- The provision for global citizenship is good. The school encourages pupils to understand that they belong to wider world community. (*Ysgol Tir Morfa*)
- The very productive links which have been forged with other communities, countries and cultures enable pupils to become more aware of their role as global citizens. (*Ysgol Carrog*)
- There is a wide variety of clubs, extra-curricular activities and visits that contribute pupils' personal development. (*Ysgol Llandrillo*)
- Global citizenship are promoted well. A number of activities are arranged by staff and pupils to raise awareness of the importance of Fair Trade principles and international information and customs. (*Ysgol Llandrillo*)

- All pupils have access to a broad and balanced curriculum which meets the requirements of the Foundation Phase, national curriculum and religious education. (*Ysgol Dyffryn Iâl*)
- The school succeeds in promoting education for sustainable citizenship through their studies of different cultures. (*Ysgol Dyffryn Iâl*)

#### Care, support and guidance:

#### 6 Schools

- The learning experiences develop pupils spiritually, morally, socially and culturally in a very effective way. Joint worship sessions give regular opportunities for pupils to reflect quietly. (*Ysgol Bro Cinmeirch*)
- The provision for personal and social education is very good, and the school promotes pupils' spiritual, moral and cultural development effectively. (*Ysgol Pant Pastynog*)
- The school provides a safe and caring environment and encourages pupils to think about each other's needs and support their peers. Staff use role-play effectively to teach pupils right and wrong and how to stay safe. Pupils' spiritual development is fostered appropriately through collective worship and times for reflection. (*Ysgol Tir Morfa*)
- Pupils' personal, moral, social and cultural development is well co-ordinated and strongly embedded in the curriculum and in the school's daily activities. (*Ysgol Carrog*)
- The school promotes high values, which help pupils to distinguish between right and wrong and encourage them to take responsibility for their actions. (*Ysgol Carrog*)
- Provision for promoting pupils' spiritual development is appropriate. (*Ysgol Carrog*)
- The assemblies at the end of the day contribute effectively towards the school's special ethos. The school promotes pupils' spiritual, moral, social and cultural development, and their health and wellbeing, effectively. (*Ysgol Llandrillo*)
- The provision for personal and social education is good, and the school promotes pupils' moral and cultural development effectively. Provision for pupils' spiritual development is a very strong feature of the school. (*Ysgol Dyffryn Iâl*)

#### Learning environment:

#### 5 Schools

- Very positive attitudes to equality and diversity are promoted through procedures such as collecting on behalf of charities, international aspects, curricular themes and circle time. (*Ysgol Bro Cinmeirch*)
- The school is an inclusive community and the active and supportive ethos develops positive attitudes and respect. Tolerance and racial equality receive appropriate attention in the personal and social education programme. (*Ysgol Pant Pastynog*)
- There is a strong emphasis on respecting others regardless of ability background or culture. (*Ysgol Pant Pastynog*)
- A clear emphasis is placed on acknowledging, respecting and celebrating diversity and on creating an ethos that nurtures care and tolerance. (*Ysgol Carrog*)
- The school appreciates and celebrates diversity well through its use of visits and specific activities in religious education. (*Ysgol Llandrillo*)

- There is a clear emphasis on recognising, respecting and celebrating diversity. (*Ysgol Dyffryn Iâl*)

**Key Question 3: How good are leadership and management?**

**Leadership**

**1 School**

- There is also a strong emphasis on developing pupils' commitment to Global Citizenship. (*Ysgol Bro Cinmeirch*)

**Partnership working:**

**3 Schools**

- Visitors from, and visits to, the community enrich pupils' experiences. (*Ysgol Carrog*)
- Regular visitors to the school add to enriching pupils' learning experiences. (*Ysgol Llandrillo*)
- Links with the local church are valuable and contribute successfully in developing pupils' spiritual and moral education. (*Ysgol Dyffryn Iâl*)

<p><b>Denbighshire County Council</b>  <b>Standing Advisory Council for Religious Education</b>  <b>(SACRE)</b></p>		
Date of Meeting:	29 June 2012	
Agenda Item:	<b>6</b>	Monitoring and Supportive Reviews
<p style="text-align: center;"><u>Background to the Report:</u></p> <p>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.</p>		
<p style="text-align: center;"><u>Purpose of the Report:</u></p> <p>To consider reports by the Senior Learning Adviser RE (copies enclosed) on the provision of Religious Education in the Denbigh High School Consortium of Schools</p>		
<p style="text-align: center;"><u>Recommendations:</u></p> <p>To SACRE: - to receive the reports on the Denbigh High School Consortium of Schools;                            - to agree that letters be sent to the schools with a copy of the full report as presented to SACRE;</p> <p>To the LA: - to distribute the letters from SACRE to the schools</p>		

This page is intentionally left blank

## Report on the Provision of Religious Education in the Denbigh High School Consortium of Schools

*For SACRE - June 2012*

### 1. Background:

Following visits by the Inspector/Adviser RE to each of the schools during the Spring term, a report of the visit and issues and outcomes 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) Denbigh High School

##### Good features

- The scheme of work adapts the 'Framework RE' text books to the requirements of the agreed syllabus.
- Although the data is currently analysed, the department has recognised the need to formalise its use of data. This is currently a department target.

##### Areas for Development

- Using data. Strategies should be formalised to inform teachers of how underperforming pupils will be supported.
- Improve full course results - possibility of using Spec B.
- Improve short course results - Allow pupils the full time allocation as recommended in the WJEC examination specification and also to be able to meet the required 5% of curriculum time as directed by the Denbighshire Agreed Syllabus for RE.

##### Recommendations

- Portfolio of levelled work. Focus activities to ensure that Level 7 work emphasises a range of concepts and the wide variety of beliefs teachings and practices.

## b) Frongoch

### Good features

- Planning and subject documentation are excellent.
- The Units linked directly to key questions.

### Areas for Development

- Encourage the RE skill 'Express' to be developed in written work in a majority of lessons.
- Targets currently in Subject Development plan are:
  - a) Monitor and adapt the new scheme of work
  - b) Update portfolio
  - c) Review and analyse the levels.

### Recommendations

- Many RE lessons have 'engage' and 'expression' as discussion, but will it be remembered? It could be used as the hook for next lesson?
- After every discussion write a number of important points (Differentiation: 5 words, sentences, 50 words 100 words) structured by a specific question, what did you like? didn't like? what inspired you? This will allow pupils to improve their ability to write down their opinions and the opinions of others.

## c) Ysgol Gwaeynog

### Good features

- Collective Worship is well planned and resourced.
- Pupils showed a good understanding of why Christians fasted in Lent.
- The development of RE, integrating it into the rest of the Foundation Phase.



### Areas for Development

- School council to create a record of collective worship (see recommendation)
- Already school targets for RE:
  - Implementing the new scheme of work into the Foundation Phase curriculum, Sept 2012.
  - Formally track pupils' progress in RE, incorporate RE into the 7 areas already on the EXCEL spreadsheet.

### Recommendations

- Ask members of the school council to keep a portfolio for Collective Worship containing photos and comments from pupils on whole school and class assemblies as well as services and visits to the church.

### d) Ysgol Heulfre

#### Good features

- The level descriptors are adapted to each unit.
- Trips and visits.

### Areas for Development

- Audit the 'RE range' in topic work to ensure RE coverage.
- Allow more opportunities for pupils to express and engage with RE through their written work.

### Recommendations

- Many RE lessons have engage and expression as discussion, but will it be remembered? It could be used as the hook for next lesson?
- Suggestion... For 5! After every discussion write down five important points (Differentiation: 5 words, sentences, 50 words 100 words) structured by a specific question, what did you like? didn't like? what inspired you? Etc... Have a class discussion, 2 min paired discussion, 2 minutes of silence to reflect then write them down. This can be used as the next lesson's starter or a link to the next task. E.g. Find 2 people with a different point of view/suggestion/belief etc... write them down.

## **e) Ysgol Cefnmeiriadog**

### Good features

- Engaging the learners by setting the scene for the topic on Pilgrimage
- The visual use of bible stories in acts of Collective Worship.

### Areas for Development

- The creation of a levelled portfolio
- Include the aims from the agreed syllabus in the policy
- Separate the Collective Worship and RE paperwork in to two folders

### Recommendations

- Include the more engaging activities and ideas into the scheme of work. i.e. lego parables.

## **f) Ysgol St Asaph VP**

### Good features

- Detailed scheme of work.
- Floor book containing highlights of work done in RE

### Areas for Development

- Update the current Policies relating to RE and collective worship
- Portfolio to include examples of pupils work expressing their opinions and feelings

### Recommendations

- [www.Max7.org](http://www.Max7.org) for songs and videos for RE and collective Worship

## g) Ysgol y Parc

### Good features

- The planning is comprehensive
- The range and standard of work in RE books is excellent
- The Holi 'experience' day

### Areas for Development

- There are no specific areas for development

### Recommendations

- Use a Persona Doll to help pupils focus the beliefs and practices of a Hindu.
- Using the schools ethos as a focus, pupils write a school prayer.

## h) Ysgol Bodfari

### Good features

- Planning is Comprehensive and detailed.
- The 4 year cycle for the delivery of Collective Worship is good.
- Work demonstrated the 3 core skills

### Areas for Development

- Use the 3 core skills as the 'Aims' for RE in the Policy.

### Recommendations

- Consider the 'RE in the Foundation Phase' document to enhance RE in the cross curricular nature of the Foundation Phase.

## i) Ysgol Esgob Morgan

### Good features

- The range of work in pupils' exercise books.
- The planning and scheme of work.

### Areas for Development

- Continue the high standard of RE.

### Recommendations

- There were no areas of recommendations

## j) Ysgol Henllan

### Good features

- Consortium planning.
- The range of resources used to teach RE.
- Pupils expressing their thoughts and opinions in the plenary session of the observed lesson.
- Links with the local church and chapel.

### Areas for Development

- Enhance the book used to evidence trips and visits for RE. Pupils could include comments relating to the trips and visits or other tasks and activities they have done in RE.
- Include more 'express' written work in pupils books.
- Targets in the self evaluation:
- Use the grids from the comprehensive guide to track pupil progress in RE

### Recommendations

- Allow pupils to write down their thoughts or opinions after discussion. Express questions could be included within plenary sessions and helped to focus a small written activity summarising what they have discussed or thought about in the lesson.

- If pupils are undertaking prolonged project work reducing the evidence in books, ask pupils to create a diary style record of what they have done in each lesson. Pupils could create targets at the beginning and evaluate their progress at the end of each lesson.

## k) Ysgol Termeirchion

### Good features

- Church in Wales's section 50 report commented that pupils are aware of the Christian ethos of the school and have a good knowledge and understanding of the curriculum.

### Areas for Development

- The section 50 recommendations were as follows:
  - Record each act of worship and include silence in each act
  - Ensure the services are Christian in character
  - Use of the church year
  - Links to curriculum and experiences
  - Review the Worship Policy
- When RE is reviewed in the schools monitoring schedule, create a portfolio of levelled work.

### Recommendations

- Create a prayer for the school, involving pupils
- Useful websites for Collective Worship are...  
[www.collectiveworship.com](http://www.collectiveworship.com), the woodlands jnr school website and [www.max7.org](http://www.max7.org)

### 3. Overall Comments

#### Good Features

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

- Detailed scheme of work
- Comprehensive planning
- The range and standard of work in RE books

The following areas for individual schools are:

- Department has recognised the need to formalise its use of data. This is currently a department target
- Planning and subject documentation are excellent
- The Units are linked directly to key questions
- Collective Worship is well planned and resourced
- Pupils showed a good understanding of why Christians fasted in Lent
- The development of RE, integrating it into the rest of the Foundation Phase
- The level descriptors are adapted to each unit
- Trips and visits
- Engaging the learners by setting the scene for the topic on Pilgrimage
- The visual use of Bible stories in acts of Collective Worship
- Floor book containing highlights of work done in RE
- The Holi 'experience' day
- Four year cycle for the delivery of collective worship is good
- Work demonstrated the 3 core skills
- Consortium planning
- The range of resources used to teach RE
- Pupils expressing their thoughts and opinions in the plenary session of the observed lesson
- Links with the local church and chapel
- CiW Section 50 report commented that pupils are aware of the Christian ethos of the school and have a good knowledge and understanding of the curriculum

## Areas for Development

There were three areas for development identified across more than one school:

- Targets in subject / school development plan
- Include the Aims from Agreed Syllabus in the policy
- Encourage / allow / include more opportunities for pupils to express and engage in RE through their written work

For individual schools, they were:

- Using data
- Improve full course results - possibility of using Spec B
- Improve short course results
- School Council to create a record of collective worship
- Implementing new Scheme of Work into the Foundation Phase
- Formally track pupils progress in RE, incorporate RE into the seven areas already on the EXCEL spreadsheet
- Audit the RE range in topic work to ensure RE coverage
- The creation of a levelled portfolio
- Separate the collective worship and RE paperwork into two folders
- Update the current policies relating to RE and collective worship
- Portfolio to include examples of pupils' work expressing their opinions and feelings
- Continue the high standard of RE
- Enhance the book used to record evidence trips and visits for RE. Pupils could include comments relating to the trips and visits or other tasks and activities they have done in RE
- Targets in self evaluation
- Use the grids from the comprehensive guide to track pupil progress in RE
- Section 50 recommendations

## Recommendations

There were three areas of recommendations for more than one school:

- Discussion from lesson to be used as the hook for next lesson
- Useful websites to use are [www.collectiveworship.com](http://www.collectiveworship.com) & [www.Max7.org](http://www.Max7.org) for songs and videos for RE and collective worship

- Involve pupils in creating a prayer for the school

The following were for individual schools:

- Portfolio of levelled work.
- School Council to keep portfolio for collective worship containing photographs / comments from pupils on whole school and class assemblies as well as services and visits to the church
- Include the more engaging activities and ideas into the scheme of work i.e. lego parables
- Use a Persona Doll to help pupils focus on the beliefs and practices of a Hindu
- Allow pupils to write down their thoughts or opinions after discussion.
- Pupils to create a diary style record of what they have done in each lesson. Pupils could create targets at the beginning and evaluate their progress at the end of each lesson



<b>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</b>		
Date of Meeting:	29 June 2012	
Agenda Item:	<b>7a</b>	WASACRE – MINUTES OF LAST MEETING
<u>Background to the Report:</u>		
<p>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.</p>		
<u>Purpose of the Report:</u>		
<p>For members to be informed as to the focus and main outcomes of the previous meeting.</p>		
<u>Recommendations:</u>		
<ul style="list-style-type: none"><li>▪ To receive the minutes of the previous meeting.</li></ul>		

This page is intentionally left blank



# DRAFT

Cofnodion cyfarfod y CCYSAGauC, Neuadd  
Cyngor, Ceredigion, 30 Mawrth 2012, 10.30am –  
3pm

Minutes of the Wales Association of SACRE  
meeting, County Hall, Ceredigion, 30 March 2012,  
10.30am – 3pm

<p><b>Ynys Môn / Anglesey</b> Rheinallt Thomas</p> <p><b>Blaenau Gwent</b> Paula Webber Gill Vaisey</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Carys Pritchard Edward Evans</p> <p><b>Caerffili/ Caerphilly</b> Vicky Thomas</p> <p><b>Caerdydd / Cardiff</b> David Griffiths</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Meinir Wynne Loader Mary Parry Aled Jones</p> <p><b>Ceredigion</b> Catherine J Hughes Lyndon Lloyd Vaughan Salisbury Carys Ann Joyce Howells</p> <p><b>Conwy</b> Phil Lord</p>	<p><b>Sir Ddinbych / Denbighshire</b> Phil Lord Brian Huw Jones Morfudd M Jones</p> <p><b>Sir y Fflint / Flintshire</b> Phil Lord</p> <p><b>Gwynedd</b> W M Meredith Debbie Humphreys</p> <p><b>Merthyr Tudful / Merthyr Tydfil</b> Carys Pritchard</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 Hilary Evans Carmel Reynolds</p> <p><b>Sir Benfro / Pembrokeshire</b></p> <p><b>Powys</b> John Mitson</p>	<p><b>Rhondda Cynon Taf</b> Carys Pritchard</p> <p><b>Abertawe / Swansea</b> Vicky Thomas Hilary Evans Carmel Reynolds</p> <p><b>Torfaen</b> Vicky Thomas</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Vicky Thomas</p> <p><b>Wrecsam / Wrexham</b> Libby Jones Tania ap Sion</p> <p><b>Sylwedyddion / Observers</b> Leslie Francis (Canolfan y Santes Fair / St Mary's Centre) Tudor Thomas (CBAC / WJEC) Ben Wigley (MAGC / REMW) Geraint Hopkins (Cytûn)</p>
---	---	--

## **Minutes of the Wales Association of SACRE meeting, County Hall, Ceredigion, 30 March 2012**

**1. Introduction and welcome** Cllr Catherine Hughes from Ceredigion County Council welcomed members to Ceredigion and introduced pupils from two schools who had prepared presentations for the meeting. The Chair thanked the two schools for their enjoyable and thought-provoking presentations.

**2. Quiet reflection** The Chair led the reflection, which focused on the importance of not judging people on the way they look.

**3. Apologies** Chris Abbas, Susan Allan, Mark Brown, Susan Cave, Gavin Craigen, Rameez Delpak, Michael Gray, Bethan James, Jen Malcolm, Denize Morris, Janet Neilson, Brian Rogers, John Rogers, Nigel Steele-Mortimore, Dafydd Treharne, Helen Gibbon.

**4. Minutes of the last meeting** With a correction to page 1 for attendance, Meinir Wynne Loader, the minutes were accepted as a correct record of the meeting.

**5. Matters arising** Page 2, point 4: KS3 Moderation. TaS highlighted key points from the response from Leighton Andrews about KS3 Moderation. It was emphasised that it was not possible to extend the time for KS3 Moderation in RE. However, there were plans for a Welsh Government review of all subjects, including RE, in the near future. Concern was raised by some members about teachers coping with the pressure of preparing their portfolios. Mary Parry echoed the concern, but pointed out that nothing further could be done because the deadline for the portfolios was 30 March.

Paula Webber (Blaenau Gwent) expressed concern that when teachers level work, they normally use a 'best fit' approach, which is different to the requirements of the moderation process. The moderation process has also taken longer than has been anticipated by the moderation team. Joyce Howells (Carmarthenshire) expressed concern that time had not been given to individual staff or departments to complete the task and it is this that had largely contributed to the difficulties. Phil Lord (Flintshire) spoke about how the process had been largely positive in opening up a discussion about what is 'good' RE. Carys Pritchard spoke of the importance of Local SACREs and the support that they give to schools following the moderation outcomes. Concerns were also raised about how moderators would cope with the volume of applications that would be submitted. Phil Lord explained that WJEC were aware of the amount of applications and have arranged for an adequate number of moderators to cope with demand. Gill Vaisey and Vicky Thomas raised the concern of support for schools that do not 'pass'. Suggestions were given of 'up-skilling' those teachers/departments in the same way that some of the moderators have been 'up-skilled' in order to moderate other schools effectively.

The Chair proposed that this issue be referred to the WASACRE Executive Committee and NAPfRE for further discussion. Gill Vaisey said that NAPfRE were currently looking at the level descriptors. Tania ap Sion said that WASACRE would work with NAPfRE on the issue of teacher support following the KS3 Moderation process. Rheinallt Thomas (Anglesey) raised the point that it would be helpful for WASACRE to ask Gavin Craigen (Chief moderator) to deliver a presentation of the moderation results at a future WASACRE meeting. Meinir Wynne Loader (Carmarthenshire) spoke from a teacher perspective and expressed concern about the stress incurred as a result of the process and associated lack of confidence and low morale. This was echoed by Joyce Howells (Ceredigion).

Page 3, point 6: the issue of representation on SACREs, with reference to the British Humanist Association correspondence. A response from the Welsh Government to WASACRE had been received; the WG was unable to advise WASACRE on this issue, but pointed to the existing legislation relating to the composition of SACREs. Tania ap Sion said that there had been no changes to current legislation, which stated clearly that Committee A was for representatives from religious faith communities; however, a representative of the BHA could be co-opted to local SACREs if this were considered appropriate.

Rheinallt Thomas spoke about the web-based collective worship petition on the Welsh Government website and asked whether all SACREs were aware of it. Tania ap Sion confirmed that all SACREs had been alerted to the petition supporting collective worship and to its context (that is, as a response to a petition placed on the site by a representative of the British Humanist Association supporting a review of the current legal requirements for collective worship).

**6. Collective worship document** The Chair explained the rationale behind the creation of the doc and thanked Tania ap Sion for her work in producing it. TaS introduced the draft copy of the document and explained its importance. The document, when completed, would be circulated to all SACREs for distribution to all schools. Members spoke in support of collective worship. Carys Pritchard thanked everyone concerned in the creation of this document, including the case studies and resources that will be available on WASACRE website.

The Chair emphasised that it was a draft document but would be circulated soon to SACREs.

Ben Wigley (REMW) emphasised the need for this document being in the public domain as soon as possible, with or without the case studies and other resources. He also asked for the document to be sent to the Heads of schools, as it is their responsibility. The Chair added that it should also be sent to each school's Chair of Governors, who also carries responsibility. Vicky Thomas proposed that a copy is sent to Estyn, so that they are aware of what guidance is being given to schools. Gill Vaisey and Phil Lord emphasised the need to get the case studies available as soon as

possible so that those teachers who will be working on Collective Worship over the summer will have access to them. Tania ap Sion said that the document could be put on the WASACRE website as soon as it is available. Mary Parry suggested that the document be placed on the website immediately and with case studies being added as and when completed. There were no objections to this proposal.

Related to collective worship, Rheinallt Thomas raised a concern that Estyn inspectors may be interpreting the standards and requirements for collective worship differently and this had an impact on individual schools.

**7. REsilience** Tania ap Sion reminded members that it had been agreed that a summarised version of the full REsilience report from a Welsh perspective would be created. This had been done and sent to Leighton Andrews (copies of the report were included in the papers for the meeting). The Minister has thanked WASACRE for the report and recognised the success and positive outcomes from the REsilience project in Wales. The next step would be to send the summary of the report to all SACREs. Members supported this. Mary Parry said that all schools in Wales would benefit from access to the REsilience project materials and not just the 40 schools who were involved in the process in Wales. Tania ap Sion responded by explaining that discussions were taking place in the RE Council concerning how to make these resources available. From a Welsh perspective, there were issues concerning how the resources would be updated and remain relevant to Wales and Welsh schools. As a Board member of the RE Council, Tania ap Sion would keep members up-to-date and that this was an area which would need further discussion in WASACRE and NAPfRE.

Questions were asked about how many Welsh-medium schools were involved and when the evaluation feedback would be shared. Tania ap Sion said that Welsh medium schools were involved, but could not give an exact figure without checking. There had been an attempt to retrieve evaluation forms from participating schools and more work was being done to retrieve more evaluation forms.

**8. NAPfRE presentation: Changes to the GCSE RE Specification (Tudor Thomas).** TT thanked WASACRE for inviting him to give the presentation and members were given a hand out of the PowerPoint presentation. Members were informed about the changes relating to the marking of spelling, punctuation and grammar, as well as changes to assessment.

The Chair thanked TT for his presentation. Paula Webber raised the issue of pupils with dyslexia being penalised for their disability. Tudor responded, saying he was aware of this and understood the concern, but explained that under the current guidelines the WJEC would not be allowed to make special arrangements for pupils with dyslexia.

Mary Parry raised a concern about the difficulties accessing examination data this year. She emphasised that one of the SACRE's responsibilities is to monitor standards in examinations. The data is needed to provide a full and accurate analysis. Carys Pritchard echoed this concern and emphasised the need to compare standards in similar schools across the country and that this included the comparative data for boys and girls. Rheinallt Thomas asked for a letter to be sent to the Welsh government about this and the problems it has caused. Carys Pritchard and Mary Parry propose the letter is sent from WASACRE on behalf of the SACREs. This was agreed by members. The Chair emphasised that individual SACREs could still write to Leighton Andrews on this issue themselves. Tudor Thomas responded that the contract was now not with WJEC, but a company in Scotland. He will take this back to WJEC and ask how this could be rectified.

**9. RE Council report** Tania ap Sion referred to the WASACRE Executive meeting where it was proposed that there should be a reintroduction of the RE Council report at WASACRE meetings including items which are of relevance to Wales. This will now be a regular item on the WASACRE agenda.

REQM (RE Quality Mark): Tania ap Sion explained the purpose of the Quality Mark. It is an accreditation system, which recognises good practice in religious education in schools. Schools which gain the mark will be expected to share good practice with other schools, to support good quality provision of RE. The REQM is being developed in England this summer and autumn. WASACRE has been asked if Wales would be interested in being part of this initiative. Interest was shown by members and it was agreed that this should be explored further at the next WASACRE Executive meeting.

**10. NAPfRE Presentation: Learning outside the classroom (Phil Lord, Debbie Humphreys, Owen Edwards)** The presentation was concerned with a collaborative project comprising Bangor Cathedral, CYNNAL, Conwy Local Authority and the St Mary's Centre. The project set out to explore the impact of a cathedral activity day about Advent and Christmas on participating primary school children from seventeen local primary schools. An evaluation of the impact of the experience and a research report from St Mary's Centre discussed the impact in detail. Philip Lord (Conwy LA) introduced and described the project. Tania ap Sion (St Mary's Centre) presented the research findings of the project on behalf of Owen Edwards. Debbie Humphreys (Cynnal) spoke about curriculum support material created by Cynnal for 'What is the meaning of Christmas' which complements the work which had been done in Bangor Cathedral. This support material is available on Cynnal website.

They were thanked for sharing this project and the resources with members. The Chair emphasised the value of church buildings for educational purposes and the wealth of resources they hold.

**11. Correspondence** Most of the correspondence received had been dealt with under other agenda items. Correspondence had also been received from Jim Stewart, who had been responsible for putting the petition on the Welsh Government website.

**12. Report from the Exec committee held on 27 February 2012, Cardiff** The Chair went through the report and no points were discussed further.

**13. Showcase RE resources** Phil Lord drew members attention to a useful educational Facebook called Edmondo (similar to Moodle) where teachers could create a Facebook style page for students to access, with links to other relevant web pages, for example, WJEC etc.

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

**15. Date of next meeting** 26 June 2012, Llandudno Junction Business Centre. (this is in walking distance from the railway station). However, if anyone requires transportation from the station, please let the Secretary know so that arrangements can be made.

The Chair concluded the meeting by thanking Cllr Catherine Hughes for her welcome, the schools and colleagues who gave presentations, Denfer Morgan (Clerk to SACRE), the catering staff, Ceredigion Council and staff for their hospitality.



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

Date of Meeting:

29 June 2012

Agenda Item:

**7b**

WASACRE – RESPONSE FROM  
WELSH GOVERNMENT REGARDING  
THE ISSUE OF REPRESENTATION BY  
BRITISH HUMANIST ASSOCIATION

Background to the Report:

To receive details of correspondence received from the Welsh Government.

Purpose of the Report:

For members to be informed of response received from Welsh Government to the issue of representation by the British Humanist Association

Recommendations:

- To receive the information .

This page is intentionally left blank

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

Date of Meeting:

29 June 2012

Agenda Item:

**8**

MOODLE WEBSITE

Background to the Report:

The Senior Learning Adviser for RE to inform members about the use of the Moodle Website for schools to access RE resources.

Purpose of the Report:

To receive details about how schools can access resources for RE.

Recommendations:

For the Senior Learning Adviser for RE to update the moodle website with relevant RE resources for schools to use.

This page is intentionally left blank

<b>Denbighshire County Council          Standing Advisory Council for Religious Education          (SACRE)</b>		
Date of Meeting:		29 June 2012
Agenda Item:	<b>9</b>	LITERACY/NUMERACY WITHIN RE COMPETITION FOR SCHOOLS
<p style="text-align: center;"><u>Background to the Report:</u></p> <p>The Senior Learning Adviser for RE to update members about the competition for schools to produce resources that will include Literacy &amp; Numeracy in KS2 and/or KS3 Religious Education</p>		
<p style="text-align: center;"><u>Purpose of the Report:</u></p> <p>To receive details about entries received for the competition</p>		
<p style="text-align: center;"><u>Recommendations:</u></p> <p>For the Senior Learning Adviser for RE to inform schools of the results of the competition</p>		

This page is intentionally left blank