

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

Date: 10 February 2014

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 **10.00 am** on **FRIDAY, 14 FEBRUARY 2014** in **COUNCIL CHAMBER, NANT HALL ROAD, PRESTATYN LL19 9LG.**

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 ELECTION OF NEW VICE-CHAIR - FROM THE LEA REPRESENTATIVES

To nominate and elect a Vice-Chair for 2013 – 2015 from the LEA Representatives.

3 DECLARATION OF INTERESTS

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

4 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.

5 MINUTES OF LAST MEETING (Pages 5 - 12)

To receive and approve the minutes of the Denbighshire SACRE meeting held on 11 October 2013 (copy enclosed) and to consider any matters arising.

6 ANALYSIS OF INSPECTION REPORTS (Pages 13 - 16)

To receive a report by the Systems Leader for GwE (copy enclosed) providing an analysis of recent Estyn Inspection Reports for two schools undertaken in October 2013.

7 EXAMINATION RESULTS 2013 (Pages 17 - 28)

To receive a report by the Systems Leader for GwE (copy enclosed) providing the detailed results for examinations at GCSE and Advanced Level Religious Studies for the year 2011 and 2012 together with an analysis of the differences and trends.

8 RELIGIOUS EDUCATION QUALITY MARK (REQM) (Pages 29 - 54)

To receive a presentation by the Systems Leader for GwE (copy enclosed) regarding the Religious Education Quality Mark appropriate for Wales.

9 RELIGIOUS EDUCATION QUALITY MARK (REQM) ASSESSMENT CRITERIA (Pages 55 - 100)

To receive documents by the Systems Leader for GwE (copy enclosed) to raise awareness of the REQM assessment criteria to support the monitoring of standards of RE in local schools.

10 WASACRE (Pages 101 - 110)

- (a) To receive the draft minutes of the meeting of the Association held on 10 October 2013 in Cardiff (copy enclosed) (Minutes to be translated once agreed as a true record at next WASACRE meeting)
- (b) To agree attendance at the next WASACRE meeting in Merthyr Tydfil and to discuss nominations for the Executive Committee (copy enclosed)

11 DATE OF NEXT MEETING

To be confirmed

PART 2 - NO ITEMS

MEMBERSHIP

Councillors Representing Denbighshire County Council

Bill Tasker
Carys Guy
Dewi Owens
Margaret McCarroll

Arwel Roberts
Joe Welch
Ann Davies

Representing Religious Denominations

Mr. Dominic Oakes
Rev. B H Jones
Rev. Martin Evans-Jones
Ms Mary Ludenbach

Mrs C Thomas
Ms S Harris
Lt. Sian Radford

Representing Teacher Associations

Mrs C Harmsworth

Ms. Ali Ballantyne

Co-opted Members

Ms. Tania Ap Siôn

Mr G Craigen

COPIES TO:

All Councillors for information
Press and Libraries
Town and Community Councils

This page is intentionally left blank

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held in Council Chamber, County Hall, Wynnstay Road, Ruthin on Friday, 11 October 2013 at 2.00 pm.

PRESENT

Representing Denbighshire County Council

Councillors Dewi Owens, Joe Welch and Ann Davies

Representing Religious Denominations

Mr. Dominic Oakes, Ms Mary Ludenbach and Ms S Harris

Representing Teacher Associations

Katie Thomas (substitute for Ali Ballantyne)

Co-opted Members

Mr G Craigen

ALSO PRESENT

Systems Leader for GwE (PL) and Committee Administrator (KEJ)

POINT OF NOTICE

Apologies for absence had been received from the incoming Chair, Reverend Martin Evans-Jones who had been unable to attend the rescheduled meeting. In his absence, and the absence of a Vice Chair, Councillor Dewi Owens took the Chair for the meeting.

SILENT REFLECTION

The meeting began with a few minutes silent reflection.

1 APOLOGIES

Councillors Margaret McCarroll, Bill Tasker and Arwel Roberts together with Ali Ballantyne, Reverend Martin Evans-Jones, Cate Harmsworth, Reverend Brian H Jones and Tania Ap Siôn

2 APPOINTMENT OF VICE CHAIR TO CHAIR

In accordance with Denbighshire SACRE's constitution the current Vice Chair, Reverend Martin Evans-Jones was appointed Chair for 2013 – 2015.

***RESOLVED** that Reverend Martin Evans-Jones be appointed Chair of Denbighshire SACRE for 2013 – 2015.*

3 ELECTION OF NEW VICE CHAIR - FROM THE LEA REPRESENTATIVES

In accordance with Denbighshire SACRE's constitution nominations had been invited for the appointment of Vice Chair for 2013 – 2015 from the LEA Representatives. In the absence of a number of LEA Representatives it was agreed to defer the appointment to the Advisory Council's next meeting.

***RESOLVED** that the appointment of Vice Chair of Denbighshire SACRE for 2013 – 15 be deferred to the next meeting of the Advisory Council.*

4 DECLARATION OF INTERESTS

No declarations of personal or prejudicial interest had been raised.

5 URGENT MATTERS AS AGREED BY THE CHAIR

No urgent matters had been raised for consideration.

6 MINUTES OF LAST MEETING

The minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held on 10 June 2013 (previously circulated) were submitted.

Matters Arising –

Page 6 – Item No. 4 Minutes of the last meeting – RE Quality Mark – At the request of the Systems Leader for GwE (SL) members agreed to postpone the presentation on the RE Quality Mark to the Advisory Council's next meeting in February 2014.

Page 7 – Item No. 5 SMSC Provision in the Further Education Sector – The SL confirmed that a letter had been sent to the Rhyl Sixth College as requested by the Advisory Council and early indications were positive. He confirmed that he would continue to progress the matter and seek co-opted membership. In response to a question from the Chair the SL confirmed that a prayer room had been set aside but had not been utilised and tended to be used as a storage area. The Chair suggested that the College Director, Celia Jones be approached directly regarding on-going concerns about the use of the room.

Page 9 – Item No. 6 Analysis of Inspection Reports – The SL confirmed that letters had been sent to the schools inspected congratulating them on the good features identified.

***RESOLVED** that the minutes of the SACRE meeting held on 10 June 2013 be received and approved as a correct record.*

7 SACRE DRAFT ANNUAL REPORT 2012/13

The Systems Leader for GwE (SL) presented the draft Annual Report for Denbighshire SACRE 2012/13 (previously circulated) for approval which provided details of SACRE's activities during the previous academic year including advice given to the local education authority together with other local and national matters.

The SL sought members' approval of the report, subject to any amendments, as an accurate account for distribution to those recipients listed within the report. The following amendments had been identified –

- pages 17&18 – references to 'Flintshire' be amended to 'Denbighshire'
- page 21 – change 'Inspector/Adviser' to 'Senior Learning Advisor'

Members were happy to receive the report as a true record of SACRE's work.

RESOLVED that –

- (a) *subject to the above amendments the Annual Report of Denbighshire SACRE for 2012 – 2013 be approved as an accurate account of SACRE's work, and*
- (b) *the Local Education Authority be requested to arrange translation, printing and distribution of the report to all schools and colleges in Denbighshire and other recipients as required by law and as identified in the report.*

8 ANALYSIS OF INSPECTION REPORTS

The Systems Leader for GwE (SL) submitted a report (previously circulated) analysing the results of the recent Estyn inspections in terms of RE provision and collective worship in three schools between March and May 2013. Inspections had been carried out at Bodnant Community School, Prestatyn; Ysgol Esgob Morgan, St. Asaph and Rhos Street C.P. School, Ruthin.

The SL provided members with a brief resume of the findings relating to each school and members were pleased to note the positive comments across the schools with no negative comments having been received. Mr. Gavin Craigen was surprised that reference to partnership working had not been commented upon across all three schools as he imagined it to be a positive feature and good practice within those schools. The SL confirmed it was not a feature consistently commented upon.

RESOLVED that –

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

9 ESTYN REPORT ON RELIGIOUS EDUCATION IN SECONDARY SCHOOLS

The Systems Leader for GwE (SL) presented Estyn's report on the standards of teaching and learning in Religious Education within the secondary school sector published in June 2013 (previously circulated). He also reported upon his attendance at the National WASACRE Conference the previous day during which key messages from the Estyn Thematic Review for RE were discussed together with the national priorities of Literacy and Numeracy through RE. The keynote speakers at the Conference were –

- Mark Champion, Estyn – The Estyn Thematic Review of RE
- Richard Roberts, CfBT – Literacy & Numeracy Framework

A sample of 20 secondary schools had been inspected in Wales as part of the study (Ofsted had visited 70 schools in England) and the report included standards in Key Stages 3 & 4, attainment in GCSE religious studies and participation and engagement in learning. It also covered factors affecting standards including curriculum planning, teaching, assessment, leadership, improving quality and external influences. Members' attention was drawn to the following main findings –

- results in Wales had been very positive with more pupils gaining a qualification in RE than in any other non-core subject
- numbers taking both the full and short GCSE course in Religious Studies had risen over the last five years with just over a quarter of pupils entered in the full course and just over half of pupils entered in the short course
- attainment had risen steadily in the full course and was well above the average for other subjects and although attainment had fallen in the short course performance remained consistently better than the UK
- the gap in attainment between girls and boys was wider in Wales for both courses than across the UK
- standards were good in the majority of schools at Key Stage 3 but there were a few schools where standards were unsatisfactory and there was a recommendation to ensure tasks were challenging enough to enable more able pupils to reach higher levels – since publication of the report training had been provided for Denbighshire teachers in order to improve the accuracy of teacher assessment of pupils' levels at Key Stage 3
- non-specialist teachers were used to teach RE and the short course although they were rarely used to teach the full course – non-specialist teachers had not had a negative impact on standards in most schools
- self-evaluation was good or better in only a minority of RE departments and it was a recommendation to strengthen self-evaluation and use data to identify where and what to improve
- lack of opportunities for professional development and learning networks had been identified meaning good practice was not shared enough and challenges were not addressed effectively.

The SL also elaborated upon the recommendations arising from the report. In terms of the Welsh Government (WG) recommendation R7 that attainment data for RE and RS be dealt with in the same way as non-core subjects, the WG had responded that it would not be appropriate to progress that recommendation in light

of the on-going curriculum review for Key Stage 3. The final recommendation R8 was that WG work with local authorities and SACREs to improve the opportunities for professional development and support learning networks for teachers of religious education. Networks had disappeared in Denbighshire following the removal of the learning adviser posts and in order to progress that recommendation it was proposed that a letter be sent to Denbighshire's Head of Education, Karen Evans enquiring about opportunities and support for RE teachers and offering SACRE's support in that regard. WASACRE was also very much about providing support for teachers under that recommendation.

Members discussed the recommendations for schools detailed within the report and how best to address the attainment gap between boys and girls. It was noted that this was also an issue in other subject areas and the Chair referred to local strategies which had been introduced to address gender discrepancies within Denbighshire with positive results. The SL advised that WASACRE had considered its responsibilities in supporting teachers and was looking to address the issue through training provision. It was agreed to contact the Head of Education, Karen Evans to enquire as to any local strategies which could be implemented with a view to raising attainment for boys in terms of RE.

SACRE also considered the finding that non-specialist teachers did not have a negative impact on standards in most schools and the need to raise awareness of this issue. It was acknowledged that teaching skills did not change across subjects and different subjects could be taught well by non-specialists. The SL reported upon his own experience of RE teaching and the importance of a robust scheme of work and lesson plans in order to share good practice and raise standards. However some concerns were also raised that some teachers did not have the knowledge and enthusiasm to teach non-specialist subjects and there was a need for specialist teachers. It was also highlighted that attainment in the full GCSE course had risen over the last five years where specialist teachers were used but that attainment in the short GCSE course had fallen where non-specialist teachers were used. The reason for the fall in attainment in the short course had been explained by some schools using the short course to ensure that the majority of pupils received a qualification in RE and stream the more able candidates to the full course. This raised the question as to whether those pupils entering the short course would have achieved a better result if they had been taught by specialist teachers. Members also noted that the short GCSE course was worth half a full GCSE and schools tended to opt for that course because it could be carried out in the time set aside to cover the legal requirement for RE – hence the recommendation (R2) to consider giving all pupils the opportunity to gain an appropriate qualification at Key Stage 4.

When discussing standards of achievement members highlighted that the benefits and value of RE could not always be measured in academic achievement. It was also suggested that SACRE's previous practice of receiving presentations on the provision of RE and collective worship within schools be revived.

At the end of debate Mr. Gavin Craigen highlighted two aspects of Mark Champion's presentation at the National WASACRE Conference –

- the fact that almost all pupils respected the opinions and beliefs of others and valued what they were learning in RE which was a positive message which should be promoted and shared with others, and
- standards of teaching in schools was excellent with very few lessons deemed unsatisfactory and teaching in RE was significantly better than in other subjects.

Mr Craigen supported the proposal to write to the Head of Education regarding learning networks but felt the issue should be explored in the wider community and consortia arrangements currently in place. He also felt the report should be brought to the attention of schools to consider the recommendations. After further discussion it was –

RESOLVED that –

- (a) *the report be received and noted, and*
- (b) *a letter be sent on behalf of SACRE to Denbighshire’s Head of Education Karen Evans making enquiries into the following –*
- *any local strategies which could be implemented with a view to raising attainment for boys in terms of RE*
 - *opportunities and support for RE teachers in terms of professional development and support learning networks (including consortia arrangements) and offering SACRE’s support in that regard, and*
 - *how best to bring the report to the attention of schools to consider the recommendations pertinent to them.*

10 WASACRE

(a) Minutes of WASACRE – 19 June 2013

The minutes of the meeting of the Wales Association of SACREs (WASACRE) held on 19 June 2013 in Caernarfon (previously circulated) were submitted for members’ information. The Systems Leader for GwE (SL) reported on a presentation he had made at the meeting on the RE Quality Mark (REQM) in a specifically Welsh context which had recently been piloted in some schools. Those schools had shared their experiences at WASACRE and the SL confirmed he would also invite them to the next SACRE meeting when the REQM was on the agenda. WASACRE had agreed to provide funding for translation of the documents. In response to questions the SL advised of the ongoing work to amend the English criteria for the REQM to a Welsh context. The cost of applying for the REQM assessment would be £450.00 per school but schools would be encouraged to look through the materials even if they did not apply for the quality mark.

RESOLVED that *minutes of WASACRE held on 19 March 2013 be received and the verbal report provided by the Systems Leader for GwE on the RE Quality Mark be noted.*

(b) WASACRE meeting – 27 March 2014

The Systems Leader for GwE (SL) advised that the next WASACRE meeting would be held on 27 March 2014 in Caerphilly and sought confirmation of representatives to attend. He also drew members' attention to nominations received for the Executive Committee (previously circulated) advising that there were two nominations for one position.

Members discussed attendance at the next meeting and considered the candidates for the Executive Committee and it was –

RESOLVED that –

- (a) *Councillor Ann Davies and Philip Lord attend the next WASACRE meeting on 27 March 2014, and*
- (b) *Councillor Michael Gray, Caerphilly receive Denbighshire SACRE's vote for the election to the WASACRE Executive Committee.*

11 DATE OF NEXT MEETING

The next meeting of the Denbighshire SACRE would be held at 10.00 a.m. on Friday 14 February 2014 and had been scheduled to take place in the Council Chamber, Nant Hall Road, Prestatyn.

The meeting concluded at 3.20 p.m.

This page is intentionally left blank

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

Date of Meeting:	14 th February 2014
------------------	--------------------------------

Agenda Item:	6	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 LEA to distribute the letters to the schools involved

This page is intentionally left blank

Analysis of Inspection Reports Denbighshire SACRE

Spring 2014

(reports published in the autumn term)

School	Dates	Reporting Inspector
Ysgol Cefn Meiriadog	October 2013	Mrs Jane Williams
<p><i>Ysgol Cefn Meiriadog is in the village of Cefn Meiriadog, near the town of St Asaph, in the Denbighshire local authority. Pupils come from a wide range of backgrounds and live in the village or the surrounding rural areas.</i></p> <p><i>The school caters for pupils between the ages of three and 11. Currently, 75 pupils attend the school, including nine who attend the nursery on a part-time basis. Pupil numbers are similar to those at the time of the last inspection. The school is organised into four mixed-age classes. No pupils speak Welsh as a first language or receives support for English as an additional language. Most pupils are of white British ethnicity with a very few pupils from mixed ethnic backgrounds.</i></p> <p><i>Eighteen per cent of pupils are entitled to free school meals, which is lower than the local authority and all-Wales averages. The school has identified 21% of pupils as having additional learning needs. No pupil has a statement of special educational needs.</i></p>		
Ysgol Trefnant	October 2013	Richard Lloyd
<p><i>Ysgol Trefnant Voluntary Aided Church in Wales Primary School serves the village of Trefnant and surrounding area in the county of Denbighshire. There are 76 pupils aged three to 11 years at the school including 12 pupils in the nursery. The school has four classes. Around 10% of pupils are entitled to free school meals. This figure has risen gradually in recent years but remains below national averages.</i></p> <p><i>Nearly all pupils come from homes where English is the main language and no pupils speak Welsh as a first language. Pupils' ethnicity is largely white British; the remainder are mainly of mixed ethnicity. Very few pupils receive support for English as an additional language. The school identifies that around 19% of pupils have additional learning needs. Currently, no pupil has a statement of special educational need and no pupils are looked after by the local authority. There have been no fixed term pupil exclusions in the last 12 months.</i></p>		

POSTITIVE COMMENTS

Key Question 1: How good are the Outcomes?

Standards:

- Performance at outcome 6 in personal and social development, wellbeing and cultural diversity was well above the family average. (Cefn Meiriadog)
- In personal and social development, wellbeing and cultural diversity pupils' achievements were equal to the family average and placed the school in the top 25% of similar schools. (Ysgol Trefnant)

Wellbeing:

- Pupils develop a good awareness of the local community and the school prepares them well for the next stage of their learning. (Cefn Meiriadog)
- They show respect, courtesy and consideration for each other and for adults. (Ysgol Trefnant)
- Many pupils contribute well to activities in the community. This has a positive effect on their development as rounded and responsible individuals. (Ysgol Trefnant)

Key Question 2: How good is provision?

Learning experiences:

- The school provides pupils with a good range of opportunities to learn about sustainability and in promoting global citizenship. (Cefn Meiriadog)
- The school provides a broad and balanced curriculum that meets statutory requirements. (Ysgol Trefnant)
- Educational visits, such as to St Asaph Cathedral, together with visitors to school, enhance the curriculum well and enrich pupils' learning experiences. (Ysgol Trefnant)
- They also provide good quality learning experiences, which develop pupils' understanding of life in other countries. (Ysgol Trefnant)

Care, support and guidance:

- The school provides a good level of care, support and guidance for its pupils. Staff use a good range of strategies and programmes to support pupils' personal needs, including their spiritual, moral, social and cultural development. (Cefn Meiriadog)
- Staff provide valuable experiences that promote pupils' spiritual, moral and social development well. Daily acts of worship focus successfully on raising awareness of the school's mission statement. Strong local links with the church and with the wider community help pupils to develop a good understanding of living in a community. (Ysgol Trefnant)

Learning Environment:

- The school is inclusive, offers equal access to the curriculum for all pupils and promotes the importance of diversity well. (Cefn Meiriadog)

Key Question 3; How good is leadership and management?

Partnership working:

- The school has an extensive range of partnerships with community organisations. These have a good impact on widening pupils' learning experiences. For example, frequent visits to the local church develop pupils' moral and spiritual development well. (Ysgol Trefnant)

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

Date of Meeting:

14th February 2014

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 2011 and 2012, together with an analysis of the differences and trends.

Purpose of the Report:

For members to be able to exercise their functions in relation to their statutory duty to monitor provision for RE in schools, and to be fully informed as to results for the year.

Recommendations:

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

This page is intentionally left blank

Ysgolion Sir Ddinbych – Tabl 1
Denbighshire Schools – Table 1

CANLYNIADAU TAGAU 2013: PAWB – ASTUDIAETHAU CREFYDDOL
GCSE RESULTS 2013: ALL – RELIGIOUS STUDIES

Ysgolion Schools	Cyfanswm /Totals	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
Dinbych Denbigh	15	1	6.7%	1	6.7%	2	13.3%	6	40.0%	4	26.7%	0	0.0%	0	0.0%	1	6.7%	0	0.0%	66.7%	100%
Glan Clwyd	9	2	22.2%	2	22.2%	2	22.2%	2	22.2%	0	0.0%	1	11.1%	0	0.0%	0	0.0%	0	0.0%	88.9%	100%
Prestatyn	214	12	5.6%	20	9.3%	56	26.2%	62	29.0%	31	14.5%	15	7.0%	13	6.1%	5	2.3%	0	0.0%	70.1%	100%
Dinas Bran	30	4	13.3%	1	3.3%	8	26.7%	8	26.7%	3	10.0%	4	13.3%	2	6.7%	0	0.0%	0	0.0%	70.0%	100%
Brynhyfryd	42	15	35.7%	14	33.3%	7	16.7%	4	9.5%	1	2.4%	1	2.4%	0	0.0%	0	0.0%	0	0.0%	95.2%	100%
Y Rhyl/Rhyl	28	1	3.6%	11	39.3%	6	21.4%	10	35.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	100.0%	100%
Ben Ed Jones/Bl. Ed Jones	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0%
Santes Ffraid/ St Brigids	53	17	32.1%	20	37.7%	9	17.0%	5	9.4%	2	3.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	96.2%	100.0%
Cyfanswm AALI/ LA Totals	391	52	13.3%	69	17.6%	90	23.0%	97	24.8%	41	10.5%	21	5.4%	15	3.8%	6	1.5%	0	0.0%	78.8%	100.0%
Holl Cymru All Wales	11,414		14%		19%		22%		18%		11%		6%		5%		3%			73%	98%

Ysgolion Sir Ddinbych – Tabl 2
Denbighshire Schools – Table 2

CANLYNIADAU TAGAU 2012: PAWB – ASTUDIAETHAU CREFYDDOL
GCSE RESULTS 2012: ALL – RELIGIOUS STUDIES

<i>Ysgolion Schools</i>	<i>Cyfanswm Totals</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
<i>Dinbych Denbigh</i>	21	0	0.0	3	14.0	6	29.0	6	29.0	2	10.0	2	10.0	1	5.0	1	5.0	0	0.0	72.0	100
Glan Clwyd	5	0	0.0	2	40.0	2	40.0	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Prestatyn	240	24	10.0	58	24.0	72	30.0	48	20.0	17	7.0	9	4.0	7	3.0	5	2.0	0	0.0	84.2	100
Dinas Bran	48	4	8.0	8	17.0	9	19.0	13	27.0	8	17.0	3	6.0	3	6.0	0	0.0	0	0.0	70.8	100
Brynhyfryd	34	14	41.0	12	35.0	6	18.0	0	0.0	0	0.0	2	6.0	0	0	0	0.0	0	0.0	94.0	100
<i>Y Rhyl/Rhyl</i>	59	2	3.4	7	11.9	16	27.1	25	42.4	8	13.6	0	0.0	1	1.7	0	0.0	0	0.0	84.7	100
<i>Ben Ed Jones/Bl. Ed Jones</i>	54	0	0.0	9	17.0	14	26.0	16	30.0	6	11.0	5	9.0	4	7.0	0	0.0	0	0.0	72.2	100
<i>Santes Ffraid/ St Brigids</i>	54	26	48.0	12	22.0	13	24.0	2	4.0	0	0.0	1	2.0	0	0.0	0	0.0	0	0.0	98.1	100
<i>Cyfanswm AALU/ LEA Totals</i>	515	70	13.6	111	21.5	138	26.8	111	21.5	41	8.0	22	4.3	16	3.1	6	0.2	0	0.0	83.5	100
<i>Holl Cymru All Wales</i>	10409	1551	14.9	2040	19.6	2238	21.5	1832	17.6	1145	11.0	760	7.3	427	4.1	250	2.4	166	1.6	73.6	98.4

Ysgolion Sir Ddinbych – Tabl 3
Denbighshire Schools – Table 3

CANLYDIADAU TGAU 2013 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR
GCSE RESULTS 2013: ALL – RELIGIOUS EDUCATION SHORT COURSE

Ysgolion Schools	Cyfanswm /Totals	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
Dinbych Denbigh	117	3	2.6%	9	7.7%	15	12.8%	33	28.2%	19	16.2%	17	14.5%	11	9.4%	5	4.3%	1	0.9%	51.3%	95.7%
Glan Clwyd	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
Prestatyn	68	0	0.0%	0	0.0%	0	0.0%	10	14.7%	1	1.5%	1	1.5%	24	35.3%	22	32.4%	6	8.8%	14.7%	85.3%
Dinas Bran	13	0	0.0%	2	15.4%	1	7.7%	1	7.7%	4	30.8%	1	7.7%	2	15.4%	0	0.0%	1	7.7%	30.8%	84.6%
Brynhyfryd	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
Rhyl/Rhyl	75	0	0.0%	3	4.0%	7	9.3%	13	17.3%	21	28.0%	17	22.7%	6	8.0%	4	5.3%	4	5.3%	30.7%	94.7%
Ben Ed Jones/Bl. Ed Jones	19	0	0.0%	0	0.0%	1	5.3%	5	26.3%	3	15.8%	5	26.3%	2	10.5%	2	10.5%	1	5.3%	31.6%	94.7%
Santes Ffraid/ St Brigids	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	100.0%
Cyfanswm AALI/ LA Totals	293	3	1.0%	14	4.8%	24	8.2%	62	21.2%	48	16.4%	42	14.3%	45	15.4%	33	11.3%	13	4.4%	35.2%	92.5%
Holl Cymru All Wales																					

Ysgolion Sir Ddinbych – Tabl 4
Denbighshire Schools – Table 4

CANLYDIADAU TGAU 2012 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR
GCSE RESULTS 2012: ALL – RELIGIOUS EDUCATION SHORT COURSE

<i>Ysgolion/ Schools</i>	<i>Cyfanswm/ Totals</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
<i>Dinbych Denbigh</i>	99	0	0.0	3	3.0	13	13.0	16	16.0	20	20.0	18	18.0	10	10.0	13	13.0	6	0.0	32.3	100
<i>Glan Clwyd</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
<i>Prestatyn</i>	27	0	0.0	0	0.0	0	0.0	2	7.0	0	0.0	3	7.0	8	30.0	14	52.0	0	0.0	7.0	100
<i>Dinas Bran</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
<i>Brynhyfryd</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
<i>Y Rhyl/Rhyl</i>	84	0	0.0	0	0.0	2	2.0	15	18.0	19	23.0	17	20.0	19	23.0	3	4.0	9	7.0	20.2	89.3
<i>Ben Ed Jones/Bl. Ed Jones</i>	10	0	0.0	0	0.0	0	0.0	0	0.0	2	20.0	6	60.0	1	10.0	1	10.0	0	0.0	0.0	100
<i>Santes Ffraid/ St Brigids</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
<i>Cyfanswm AALL LEA Totals</i>	220	0	0.0	3	1.4	15	6.8	33	15.0	41	18.6	44	20.0	38	17.3	31	14.1	15	6.8	23.6	93.2
<i>Holl Cymru All Wales</i>	19182	1650	8.6	2570	13.4	3606	18.8	3549	18.5	2705	14.1	2129	11.1	1458	7.6	978	5.1	537	2.8	59.3	97.2

Ysgolion Sir Ddinbych – Tabl 5
Denbighshire Schools – Table 5

CANLYNIADAU SAFON UWCH 2013 – PAWB ASTUDIAETHAU CREFYDDOL
GCE ADVANCED LEVEL RESULTS 2013: ALL – RELIGIOUS STUDIES

Ysgolion Schools	Cyfanswm /Totals	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	% A* - C	% A* - G
<i>Dinbych Denbigh</i>	2	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	50.0%	100.0%
Glan Clwyd	3	1	33.3%	0	0.0%	2	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	100.0%	100.0%
Prestatyn	37	3	8.1%	5	13.5%	15	40.5%	12	32.4%	2	5.4%		0.0%		0.0%	94.6%	100.0%
Dinas Bran	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
Brynhyfryd	16		0.0%	2	12.5%	9	56.3%	3	18.8%	2	12.5%		0.0%		0.0%	87.5%	100.0%
<i>Y Rhyl/Rhyl</i>	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
<i>Ben Ed Jones/Bl. Ed Jones</i>	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
<i>Santes Ffraid/ St Brigids</i>	10	0	0.0%	6	60.0%		0.0%	3	30.0%	1	10.0%		0.0%		0.0%	90.0%	100.0%
<i>Cyfanswm AALI/ LA Totals</i>	68	4	5.9%	13	19.1%	27	39.7%	18	26.5%	5	7.4%	1	1.5%	0	0.0%	91.2%	100.0%
<i>Holl Cymru All Wales</i>	1422		2%		18%		32%		28%		15%		3%			81%	99%

Ysgolion Sir Ddinbych – Tabl 7 – CANLYNIADAU SAFON UWCH 2012 – PAWB ASTUDIAETHAU CREFYDDOL
Denbighshire Schools – Table 7 GCE ADVANCED LEVEL RESULTS 2012: ALL – RELIGIOUS STUDIES

Ysgolion Schools	Cyfanswm Totals	A*	%	A	%	B	%	C	%	D	%	E	%	U	%	% A* - C	% A* - E
<i>Dinbych Denbigh</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Glan Clwyd	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Prestatyn	33	0	0.0	3	9.0	10	30.0	10	30.0	9	27.0	1	3.0	0	0.0	69.0	100
Dinas Bran	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Brynhyfryd	7	1	14.0	1	14.0	3	43.0	2	29.0	0	0.0	0	0.0	0	0.0	100	100
<i>Y Rhyl/Rhyl</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
<i>Ben Ed Jones/Bl. Ed Jones</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
<i>Santes Ffraid St Brigids</i>	15	1	7.0	3	20.0	7	47.0	4	27.0	0	0.0	0	0.0	0	0.0	100	100
<i>Cyfanswm AALL LEA Totals</i>	55	2	3.6	7	12.7	20	36.3	16	29.1	9	16.3	1	1.8	0	0.0	81.7	100
<i>Holl Cymru All Wales</i>	1690	50	3.0	299	17.7	568	33.6	443	26.2	223	13.2	78	4.6	29	1.7	80.4	98.3

Crynodeb o ganlyniadau arholiadau 2012-13

Summary of Examination Results 2012-13

I CYSAG Sir Ddinbych Chewfwr 2013 / For Denbighshire SACRE February 2013

Astudiaethau Crefyddol TGAU – Cwrs Llawn / GCSE Religious Studies - Full Course

Yr Holl ymgeiswyr / All candidates:

Ysgol /School	2013 <i>Nifer a safodd yr arholiad/entry</i>	2012 <i>Nifer a safodd yr arholiad/entry</i>	2013 A*-C %	2012 A*-C %	<i>Gwahaniaeth/ Difference</i> %	+/- <i>Cenedlaethol / National 2012</i>
Dinbych/ Denbigh	15	21	66.7	71	-4.3	-6.3
Glan Clwyd	9	5	88.9%	100	-11.1	15.9
Prestatyn	214	240	70.1	84	-13.9	-2.9
Dinas Bran	30	48	70.0	71	+1	-3
Brynhyfryd	42	34	95.2	94	+1.2	22.2
Y Rhyl / Rhyl	28	59	100.0	85	+15	27
Ben Ed. Jones / Bl Ed Jones	-	54	-	72	-	-
Santes Ffraid / St Brigids	53	54	96.2	98	-1.8	23.2
ALI /LA	391	456	78.8	84.4	-5.6	5.8
<i>Holl Cymru / All Wales</i>	11,414	10409	73	73.6		

Astudiaethau Crefyddol TGAU – Cwrs Byr / GCSE Religious Studies – Short Course

Yr Holl ymgeiswyr / All candidates:

Ysgol /School	2012 <i>Nifer a safodd yr arholiad/entry</i>	2011 <i>Nifer a safodd yr arholiad/entry</i>	2012 A*-C %	2011 A*-C %	<i>Gwahaniaeth/ Difference</i> %	+/- <i>Cenedlaethol / National 2012</i>
Dinbych/ Denbigh	117	99	51.3	32	19.3	
Glan Clwyd	-	-	0.0	--		
Prestatyn	68	27	14.7	7	12.3	
Dinas Bran	13	0	30.8	--	30.8	
Brynhyfryd	-	-	-	--	-	
Y Rhyl / Rhyl	75	84	30.7	20	10.7	
Ben Ed. Jones / Bl Ed Jones	19	10	31.6	0	31.6	
Santes Ffraid / St Brigids	1	0	0.0	--	0	
ALI /LA	293	220	35.2	14.8	20.4	
<i>Holl Cymru / All Wales</i>		19182		59.3		

Astudiaethau Crefyddol TGAU Safon Uwch/ GCE Religious Studies – A - Level

Yr Holl ymgeiswyr / All candidates:

<i>Ysgol /School</i>	<i>2013 Nifer a safodd yr arholiad/ entry</i>	<i>2012 Nifer a safodd yr arholiad/ entry</i>	<i>2013 A*-C %</i>	<i>2012 A*-C %</i>	<i>Gwahaniaeth/ Difference %</i>	<i>+/- Cenedlaethol / National 2012</i>
<i>Dinbych/ Denbigh</i>	2	0	50	-	50	-31
<i>Glan Clwyd</i>	3	0	100	-	100	19
<i>Prestatyn</i>	37	33	94.6	69	25.6	13.6
<i>Dinas Bran</i>	-	-	-	-	-	-
<i>Brynhyfryd</i>	16	7	87.5	100	-12.5	6.5
<i>Y Rhyl / Rhyl</i>	-	-	-	-	-	-
<i>Ben Ed. Jones / Bl Ed Jones</i>	-	-	-	-	-	-
<i>Santes Ffraid / St Brigids</i>	10	15	90	100	-10	9
<i>ALI /LA</i>	68	55	91.2	81.7	9.5	10.2
<i>Holl Cymru / All Wales</i>	1422	1690	81	80.4		

Cymharu canlyniadau â'r cyfartaledd cenedlaethol / Results Comparison to National Average

<i>Cwrs Llawn / Full Course A* - C</i>									
	2005	2006	2007	2008	2009	2010	2011	2012	2013
Dinbych/ Denbigh	61.2%	67.9%	42.9%	70.6%	72.7%	67.4	77.8	72.0	66.7
Glan Clwyd	54.6%	63.6%	100%	68.8%	91.7%	50.0	81.8	100	88.9.
Prestatyn	65.4%	81.9%	75.5%	77.3%	89.5%	78.7	89.7	84.2	70.1
Dinas Bran	44.4%	72.7%	0.0%	100%	100%	50.0	87.2	70.8	70.0
Brynhyfryd	40.0%	66.7%	100%	100%	100%	81.0	86.9	94.0	95.2
Y Rhyl / Rhyl	60.0%	0.0%	100%	100%	100%	--	88.9	84.7	100.0
Ben Ed. Jones / Bl Ed Jones	41.9%	22.4%	39.1%	55.8%	40.7%	52.3	53.2	72.2	-
Santes Ffraid / St Brigids	95.7%	98.0%	----	97.9%	95.5%	94.5	100	98.1	96.2%
Nat. Average	70.2%	73.7%	71.1%	72.0%	71.9%	74.3	72.9	73.6	73%
<i>Cwrs Byr / Short Course A* - C</i>									
	2005	2006	2007	2008	2009	2010	2011	2012	2013
Dinbych/ Denbigh	70.6%	65.9%	51.8%	58.6%	40.8%	26.0	29.1	32.3	51.3
Glan Clwyd	N/A	N/A	53.3%	64.7%	84.0%	--	--	--	-
Prestatyn	20.0%	42.9%	28.6%	14.3%	9.5%	--	2.2	7.0	14.7
Dinas Bran	32.9%	28.3%	60.6%	28.3%	80.0%	77.6	29.1	0.0	30.8
Brynhyfryd	N/A	N/A	N/A	100%	100%	--	0.0	0.0	-
Y Rhyl / Rhyl	60.6%	46.8%	23.8%	33.0%	46.6%	19.0	21.5	20.2	30.7
Ben Ed. Jones / Bl Ed Jones	6.7%	17.4%	6.1%	18.8%	16.7%	--	0.0	0.0	31.6
Santes Ffraid / St Brigids	93.6%	98.0%	88.7%	96.2%	96.1%	--	100	--	0.0
Nat. Average	58.7%	59.7%	58.8%	59.7%	59.2%	59.7	58.0	59.3	

Cymharu canlyniadau â'r cyfartaledd cenedlaethol / Results Comparison to National Average

<i>Safon Uwch / A Level</i>									
	2005	2006	2007	2008	2009	2010	2011	2012	2013
<i>Dinbych/ Denbigh</i>	83.3%	66.7%	60.9%	64.3%	83.3%	41.1	45.4	--	50
<i>Glan Clwyd</i>	N/A	N/A	N/A	75.0%	N/A	--	100	--	100
<i>Prestatyn</i>	92.0%	64.7%	77.8%	34.6%	82.1%	57.1	64.8	100	94.6
<i>Dinas Bran</i>	0.0%	0.0%	100%	N/A	N/A	--	0.0	--	-
<i>Brynhyfryd</i>	30.0%	20.0%	N/A	100%	83.3%	80.0	100	100	87.5
<i>Y Rhyl / Rhyl</i>	N/A	N/A	N/A	N/A	N/A	--	0.0	--	-
<i>Ben Ed. Jones / Bl Ed Jones</i>	N/A	N/A	N/A	N/A	N/A	--	0.0	--	-
<i>Santes Ffraid / St Brigids</i>	33.3%	58.3%	50.0%	100%	100%	83.2	100	100	90.0%
Nat. Average	65.4%	65.5%	75.9%	75.7%	79.7%	78.5	78.0	98.3	81

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

Date of Meeting:

14th February 2013

Agenda Item:

8

Report Details

Background to the Report:

REQM, the Religious Education Quality mark is available to all schools as way of validating good practice. Recently the materials have been adapted and translated so that it can be accessed by schools in Wales.

Purpose of the Report:

The report will highlight the process NAPfRE and WASACRE have undertaken to ensure that the Quality mark is available to schools in Wales.

Recommendations:

- To receive the report.

This page is intentionally left blank



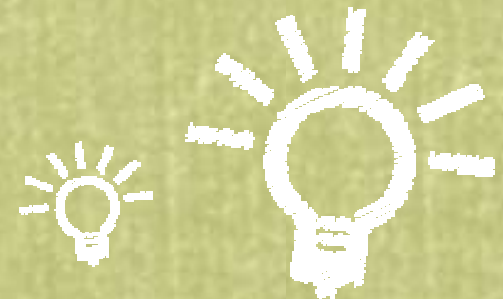
RE

Quality Mark

AG

Marc ansawdd

Introduction *Cyflwyniad*



Introduction *Cyflwyniad*

Why have an RE Quality Mark?

The REQM has been set up to:

- raise the profile of religious education in schools
- celebrate a commitment to excellence in religious education
- enable dissemination of quality RE through networking
- provide a framework for measuring, planning and developing the quality of RE teaching and learning
- encourage schools to increase the range and quality of teaching and learning in religious education to improve standards
- develop pedagogies which have impact on whole school improvement
- provide a structure and framework for dioceses and SACREs to map high quality religious education
- address the findings of Transforming RE relating to enquiry based learning

Pam cael Marc Ansawdd Addysg Grefyddol?

Y marc ansawdd AG wedi cael ei sefydlu er mwyn:

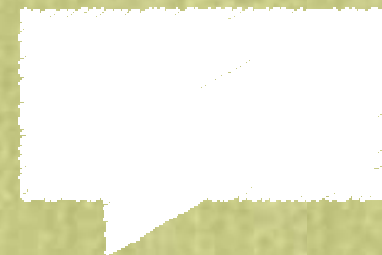
- codi proffil addysg grefyddol mewn ysgolion
- dathlu ymrwymiad i ragoriaeth mewn addysg grefyddol
- galluogi lledaenu ansawdd AG drwy rwydweithio
- darparu fframwaith ar gyfer mesur, cynllunio a datblygu ansawdd yr addysgu a dysgu Addysg Grefyddol
- annog ysgolion i gynyddu ystod ac ansawdd yr addysgu a'r dysgu mewn addysg grefyddol i wella safonau
- datblygu addysgeg sy'n cael effaith ar wella ysgol gyfan
- darparu strwythur a fframwaith ar gyfer esgobaethau a CYSAGau i fapio addysg grefyddol o safon uchel
- mynd i'r afael a'r canfyddiadau Trawsnewid Addysg Grefyddol sy'n gysylltiedig â dysguseiliedig ar ymholiadau

Introduction *Cyflwyniad*



The process has challenged us further; we have already put in place a number of new ideas, such as the pupils planning and even teaching lessons. We have also renewed some ideas which had been allowed to slip for a year or two, such as developing closer community links and there are some exciting things happening as a result. You have made us take a fresh look at ourselves, through a different lens. Although we have gained a gold award, the criteria still provide lots of creative pointers to move ourselves forward even further.

Gold award winning school



Introduction *Cyflwyniad*

it recognises good
practice in RE

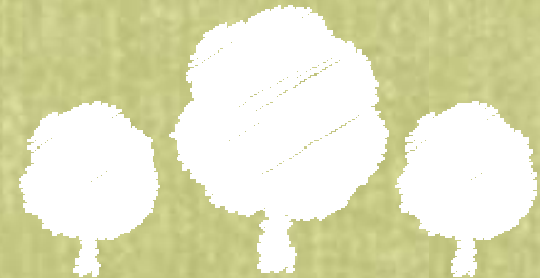
and...

provides a powerful
tool for development.

mae'n cydnabod arfer
da mewn AG

ac...

yn darparu arf pwerus ar
gyfer datblygu.



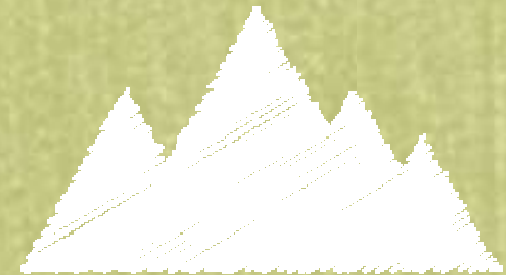
Introduction *Cyflwyniad*

4 schools:

- Before – Criteria
- During – Meeting
- After – Evaluation

4 ysgol

- Cyn – Meini Prawf
- Yn ystod – Cyfarfod
- Ar ôl – Gwerthuso



Preparation *Paratoi*

Criteria

- Bronze – Department
- Silver – Whole school
- Gold – Local and national community

Meini prawf

- Efydd – Yr Adran
- Arian – Ysgol gyfan
- Aur – cymuned lleol a chenedlaethol



Preparation *Paratoi*

5 Areas

- Learners and Learning
- Teachers and Teaching
- Curriculum
- Subject Leadership
- Continuing Professional Development (CPD)

5 Ardaloedd

- Dysgwyr a Dysgu
- Mae gan athrawon ac Addysgu
- Cwricwlwm
- Arweinyddiaeth Pwnc
- Datblygiad Proffesiynol Parhaus (DPP)



Preparation *Paratoi*

Learners and Learning BRONZE		
Criteria	Suggested Evidence	Assessor comments if appropriate
<i>Schools should highlight where they meet the criteria.</i>	<i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	
3. Learners are responding to fundamental questions and are beginning to shape their own learning.	<ul style="list-style-type: none"> Lesson titles are based on a key question. Each lesson in the midterm plans refer to which skills are covered e.g. engage with fundamental questions, exploring beliefs, teachings and practices, and 	

Teachers and Teaching BRONZE		
Criteria	Suggested Evidence	Assessor comments if appropriate
<i>Schools should highlight where they meet the criteria.</i>	<i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	
1. There are high expectations and good subject knowledge.	<ul style="list-style-type: none"> Teachers are competent and enthusiastic about teaching RE as many children don't have firsthand experience of the subject in today's society. Questioning is aimed at making them think for themselves and at time out of 	

Continuing Professional Development BRONZE		
Criteria	Suggested Evidence	Assessor comments if appropriate
<i>Schools should highlight where they meet the criteria.</i>	<i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	
2. CPD relating to individual professional needs and local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents have an impact on learners' learning and reported to governors as appropriate	<ul style="list-style-type: none"> The school complies with Performance Management Regulations and teachers are able to identify individual professional targets. The subject leader has helped 	

Preparation *Paratoi*



Primary What do you think about RE in your school?

This questionnaire will help your school decide how well you are learning in RE.

1. What do you like learning about other people and their beliefs about life?	
2. What are some of the things you discuss in RE?	
3. What kind of important questions do you ask in RE?	
4. How do you know what to do to improve your work in RE?	
5. How often do you act or do a play in RE? How often do you sing or play instruments in RE? How often do you recite or	

6. What interesting things did you learn from the last visitor you had in RE?	
7. How often do you go on visits, use artefacts or stories or art to explore ideas in RE?	
8. Do you get the chance to learn about people from around the world?	
9. What would make your learning in RE even better?	
10. What else would you like to tell us about your RE?	

Thank you for giving your ideas about RE in your school.

The RE Quality Mark Team

Comparison *Cymharu*

English/Welsh

- Acronyms (Estyn, Ofsted etc...)
- Skills from the Exemplar Framework for RE
- Resources and support within Wales

Saesneg / Cymraeg

- Acronymau (Estyn, Ofsted ac ati ...)
- Sgiliau o'r Fframwaith Enghreifftiol ar gyfer Addysg Grefyddol
- Adnoddau a chefnogaeth o fewn Cymru

Assessors visit *Aseswyr yn ymweld*

Visit

- Contact through the website
- Arrange the assessment date
- Assessors visit 2-3 hours max

ymweld

- Cysylltwch drwy'r wefan
- Trefnwch y dyddiad asesu
- Aseswyr yn ymweld 2-3 awr ar y mwyaf

Assessors visit *Aseswyr yn ymweld*

Secondary

What do you think about RE in your school?

This questionnaire will help your school decide how well you are learning in RE.

1. What do you like best about RE?	Relevance, perspective, other beliefs, arguments, stereotypes, why, actions, asking questions, opinions, pupil led questions, rules, other view points, academic learning.
2. RE lessons mean you have the chance to talk about big questions about life. What are some of the things you discuss in RE?	Why people commit actions and justification, women and discrimination, why have the caste system, medical ethics, capital punishment, Did Jesus come back to life, what is my opinion, west against Islam, misconceptions of Islam, universe, is there a god, sanctity of life.
3. What kind of important questions do you ask in RE?	
4. How often do you learn about people who have different beliefs from you?	Lots of 5's
5. On a scale of 1-5 (1 = high, 5 = low) how much challenge do you have in RE?	3 and 4's

Assessors visit *Aseswyr yn ymweld*

Learners and Learning SILVER		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. Learners make above average progress in relation to their age, ability and prior experience.	2. Records of assessment indicate learners make above progress within each key stage. For special schools, progress needs to take account of context and the criteria as appropriate.	Above county and national
3. Learners connect their learning in RE with other curriculum areas and the national community.	3. Curriculum plans indicate at least three connections with other curriculum areas and the wider world including Curriculum Cymreig/Wales, Europe and the World.	China day, Science vs RE, MLK history, Literacy and Numeracy.
4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning.	4. Learners and subject leader interviews.	Prayer lesson, own homework.

Assessors visit *Aseswyr yn ymweld*



| REQM possible questions for SLT by assessor

Questions	<i>Expectations</i>
General	
1. How is RE viewed by staff, parents, <u>pupils</u> ? How do you know?	<i>Positive... KS3 curriculum... good response in KS4... relevance of course A level numbers</i>
2. What kind of pedagogy does the school encourage? Is it evident in RE?	<i>Professional freedom to develop the best practices for the subject. Don't pigeon hole but promotes lit and num. Past <u>Afl</u>, Thinking skills but has the freedom to use appropriate skills.</i>
3. How is the importance of RE reflected in	<i>5% extra time for year 9's</i>

Assessors visit *Aseswyr yn ymweld*

The outcome

Y canlyniad

After *Ar ôl*



Ysgol y Parc

Has been awarded...

**RE QUALITY MARK
BRONZE**

For developing effective, challenging and enjoyable approaches to learning in RE.

John Keast OBE
Chair of the Religious Education Council of England and Wales

Valid until:
20th March 2016

The Religious Education Council of England and Wales,
Registered Charity No. 1110543. Company limited by
guarantee no 5957388. Registered in England



RE Quality Mark School Evaluation

Please complete this form within 2 weeks of receiving the award and return it to REQM Admin admin@reqm.org

School name and address	
RE subject leader	
Telephone number	
Email contact	
Permission for photos to be used on the REQM website	Yes/No
Permission for your school to receive publicity through the Religious Education Council (REC)?	Yes/No

- Application form for REQM
Comment upon the content and accessibility of the form:

Suggestions for improvement (please indicate which section you are referring to):
- How will the RE quality mark help to develop RE in your school?
- How much time was needed to prepare for the visit?
- Evaluation of the assessor
Please comment briefly upon the role of the assessor including professional behaviour, integrity, efficient use of time.
- Please make any other comments below:

Thank you very much for your feedback.

After *Ar ôl*

Inspiration for
the future

ysbrydoliaeth ar
gyfer y dyfodol

Summary (crynodeb)

- Starting point

- dechrau pwynt



I have read the quality mark criteria and they are very good. Well done to you and whoever else worked on them.

Liz Depper, Executive Member of the Association of Achievement and Improvement through Assessment



Summary (crynodeb)

- Identification of good RE

- Nodi AG dda

“

It was great to have time to think about RE and wonderful to be able to discuss our department. The opportunity for this kind of professional dialogue about RE was a rare treat for me and it was a pleasure to be able to spend time thinking about our practice with you.

Gold award winning school

”

Summary (crynodeb)

- Sharing good practice

- Rhannu arfer da

“

If we didn't do RE we would be stuck in our own little bubble.

Secondary student

”

“

I like acting things out. It makes it more interactive. I get to do it. I like talking and seeing other points of view.

Primary pupil

”

WASACRE...

Translation

Cyfieithu

	Document	Words
1	Assessors Training Agenda	127
2	Code of Conduct Assessors	239
3	Process of school application and assessment for REQM	508
4	REQM School evidence Wales 14_06_13	4125
5	Prim Questionnaire	169
6	Secondary Questionnaire	218
7	SLT question	134
8	Feedback from schools Y2	151
9	Proforma after the assessors visit	56
10	Feedback from assessor Y2	141
11	Quality Assurance of Assessors	356
12	Evaluation	74
13	Invoice_Template_for_REQM-Assessor independent	86
14	Agreement	318
15	Complaints procedures	239
		Total 6941

WASACRE...

Translation

Cyfieithu

$6941 \times \text{£}0.0726/\text{words} = \text{£}503.91$

WASACRE...

Translation
Publicity – SACRE's

Cyfieithu
Cyhoeddusrwydd - CYSAG

Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		14 th February 2014
Agenda Item:	9	Report Details
<u>Background to the Report:</u>		
<p>REQM, the Religious Education Quality mark is available to all schools as way of validating good practice. Recently the materials have been adapted and translated so that it can be accessed by schools in Wales. WASACRE recommended that the materials be used by SACRE's to support, monitor and identify good practice in RE.</p>		
<u>Purpose of the Report:</u>		
<p>For members to be aware of the practices that make a good RE department.</p>		
<u>Recommendations:</u>		
<ul style="list-style-type: none"> ▪ To recommend to local schools the use of the REMW awarding criteria as a basis. 		

This page is intentionally left blank

Religious Education Quality Mark

Marc Ansawdd Addysg Grefyddol

Page 57



Recognising outstanding learning in religious education

School Suggested Evidence Form

School information

Name of School	
School Address	
School telephone number	
School email	
Unique Reference Number (URN)	
Local Authority	
Headteacher	
RE subject leader	
Number of pupils on roll	

About this form

This form is divided into two main sections, 1 and 2, with each sub-divided into five areas:

- A. Learners and Learning
- B. Teachers and Teaching
- C. Curriculum (including Curriculum Cymreig)
- D. Subject Leadership
- E. Continuing Professional Development (CPD)

Section 1 shows the criteria and Suggested Evidence for each of the five areas.

Section 2 gives a comparative overview of the Suggested Evidence for each level of the award (not yet completed).

There is further advice and information about completing the form on **page 4**.

How to complete the form

Read the criteria carefully.

Under the Suggested Evidence column make brief notes on how you meet the criteria. You can use the REQM examples as guidance and highlight those elements which your school meets in each of the five strands.

You can add more Suggested Evidence of your own.

You may want to delete all the exemplar Suggested Evidence and provide your own.

Award Levels

If you meet at least 90% of the **bronze** criteria, you should consider applying for the Bronze Award.

If you meet all the criteria for Bronze, you should apply for the Silver Award.

If you meet all the criteria for Bronze and Silver, you should apply for the Gold Award.

If you get stuck, email admin@reqm.org

Section 1: School Suggested Evidence

Learners and Learning BRONZE		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. Learners make good progress in relation to their age, ability and prior experience and there are mechanisms for tracking their progress against local/national RE criteria (possibly including P scales).	1. Records of assessment indicate and include reference to appropriate levels descriptions to ensure learners' progress within each key stage/phase (e.g. National exemplar level descriptions for RE or CiW levels). For special schools, progress needs to take account of context and the criteria as appropriate.	
2. Learners are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.	2. Learner perception surveys indicate high levels of engagement, challenge and independence.	

Learners and Learning BRONZE

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
3. Learners are responding to fundamental questions and are beginning to shape their own learning.	3. Lesson plans show that learning is planned around key questions, concepts, dilemmas or enquiries, giving learners opportunities to use the interrelated 3 core skills of engage with fundamental questions, exploring beliefs, teachings and practices and express personal responses.	
4. Learners connect their learning in religious education with other curriculum areas and the local community.	4. Displays and learners' work show that they make links with other subjects and refer to their local community. Scheme of work demonstrates planning for Curriculum Cymreig and Wales, Europe and the World.	
5. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.	5. Learners' work, displays, photographs indicate that learners have opportunities to explore religion and beliefs through symbols, artefacts, art, drama and music.	

Learners and Learning BRONZE

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
6. Learners have opportunities for spiritual, moral, social and cultural (SMSC) development.	6. Records of visits, visitors, intra and interfaith dialogue, experiential learning e.g. stilling, reflective storytelling.	
7. A range of assessment processes are used in RE and focus mostly on high quality dialogues about learning.	7. Assessment systems evident in work scrutiny, annotated displays and comments from peers and self-reflection notes or symbols. Levelled moderation portfolios. Marking demonstrates understanding of the use of appropriate levels descriptions (e.g. the national exemplar level descriptions for RE or CiW).	

<p style="text-align: center;">Learners and Learning BRONZE</p>		
<p>Criteria <i>Schools should highlight where they meet the criteria.</i></p>	<p>Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i></p>	<p>Assessor comments if appropriate</p>
<p>8. Learners know how well they are achieving and what they need to do to improve.</p>	<p>8. Dialogues with learners show that they know how well they are doing and what they need to improve</p>	
<p>9. Learners regularly discuss their work in groups and as a whole class and are confident in giving and receiving feedback, including self and peer assessment, developing communication, verbal literacy and oral skills.</p>	<p>9. Learner interviews, learner work and teacher planning.</p>	

Learners and Learning SILVER

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. Learners make above average progress in relation to their age, ability and prior experience.	2. Records of assessment indicate learners make above progress within each key stage. For special schools, progress needs to take account of context and the criteria as appropriate.	
3. Learners connect their learning in RE with other curriculum areas and the national community.	3. Curriculum plans indicate at least three connections with other curriculum areas and the wider world including Curriculum Cymreig/Wales, Europe and the World.	
4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning.	4. Learners and subject leader interviews.	
5. Learners are sharing what they have discovered in religious education within the wider school community	5. Eg interviews, evaluative comments from other staff.	

<p style="text-align: center;">Learners and Learning SILVER</p>		
<p>Criteria <i>Schools should highlight where they meet the criteria.</i></p>	<p>Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i></p>	<p>Assessor comments if appropriate</p>
<p>6. Higher order questions are used confidently by learners</p>	<p>6. Learner interviews show that they have opportunities to think hard and ask deep fundamental questions in religious education. They show an interest in religious, ethical and philosophical issues beyond the classroom.</p>	

Learners and Learning GOLD		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. The school meets the criteria for Bronze and Silver	1. The school meets the criteria for Bronze and Silver	
2. Learners make significantly above average progress in relation to their age, ability and prior experience.	2. School tracking data indicate learners make significantly above average progress within each key stage. For special schools, progress needs to take account of context and the criteria as appropriate.	
3. Learners connect their learning in religious education with other curriculum areas and the global community.	3. Interviews with learners show that they make links with other curriculum areas and the global community including Curriculum Cymreig/Wales, Europe and the World.	
4. Learners are involved with staff in some of the planning of RE lessons.	4. Learner interviews and staff planning. Evidence of learner voice having an impact on planning.	

<h2 style="text-align: center;">Learners and Learning</h2> <h3 style="text-align: center;">GOLD</h3>		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
5. Religious education provides challenging tasks and opportunities for deeper thinking and embedded use of higher order thinking.	5. Learner interviews, samples of work and lesson planning. Evidence of tasks that enable learners to access the higher levels.	
6. Learners are sharing the outcomes of their work with the wider community or within a cluster of schools.	6. Feedback and evaluations from the wider community or the cluster of schools. Evidence of a religious education based PLC.	

Teachers and Teaching

BRONZE

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. There are high expectations and good subject knowledge.	Subject leader interview indicate there is challenge to all learners in religious education.	
2. Planning builds on prior learning.	2. Progression in learning is shown in lesson plans, discussion with learners and the learning environment	
3. The quality of religious education teaching in most lessons is good.	3. For example, internal monitoring shows the teaching of religious education in most lessons is good.	
4. At least three different teaching strategies that develop thinking are used to teach religious education.	4. Lesson plans, curriculum plans and work scrutiny.	
5. Local/national criteria are used for levels of achievement in planning.	5. Planning is informed by local/national Criteria for assessment (e.g. National exemplar level descriptions for RE or CiW levels).	

Teachers and Teaching BRONZE

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
6. Classroom conditions are created for effective learning.	6. Displays/school environment indicate the excitement and challenge of religious education. DVD clip of religious education lesson with an indication of learner outcomes.	
7. There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely.	7. Learner interviews indicate their views are respected and they feel safe to express opinions.	
8. The religious education curriculum is planned around fundamental questions and/or key concepts.	8. Lesson plans and interviews indicate that learning is planned around fundamental questions and/or key concepts.	

<h2 style="text-align: center;">Teachers and Teaching</h2> <h3 style="text-align: center;">SILVER</h3>		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. The religious education subject leader shares strategies for the development of developing thinking and or enquiries around fundamental questions with other colleagues.	2. Minutes of staff meeting/ departmental meeting and feedback from at least one colleague on the impact of the input on higher order thinking or fundamental questions.	
3. The quality of religious education teaching is recognised as good or better.	3. For example, adviser, section 50, SLT monitoring or external judgement of religious education is good or better.	
4. Religious education teachers are engaged in whole school curriculum development planning.	4. Religious education teachers are engaged in whole school curriculum development planning such as showing how religious education can take the lead as well as contribute to other curriculum areas in cross-curricular or thematic learning.	

Teachers and Teaching GOLD

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. The criteria for Bronze and Silver are met and are being embedded into practice.	1. The criteria for Bronze and Silver are met and are being embedded into practice.	
2. The religious education subject leader works either in local networks, at conferences or on-line.	2. Evaluation of the impact of the subject leader's input locally through evaluation forms or emails.	
3. The quality of religious education teaching is recognised as excellent.	3. For example, adviser, section 50, SLT monitoring or external judgment on the teaching of religious education is excellent.	
4. The religious education subject leader knows about and implements new directions in education in relation to teaching and learning in religious education.	4. Subject leader interview.	
5. The subject shares high quality pedagogies with other colleagues.	5. Minutes of staff meeting/ departmental meetings and feedback from at least one colleague on the impact of high quality pedagogies.	

<p style="text-align: center;">Teachers and Teaching GOLD</p>		
<p>Criteria <i>Schools should highlight where they meet the criteria.</i></p>	<p>Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i></p>	<p>Assessor comments if appropriate</p>
<p>6. Religious education takes a lead in developing the subject with and for other schools.</p>	<p>6. Minutes of consortium, cluster or PLC meetings, emails.</p>	

Curriculum

Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19) *(National exemplar framework for religious education for 3 to 19-year-olds in Wales)*

Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4 and Post-16.

Religious education contributes to the Curriculum Cymreig by allowing learners to appreciate the significance, value and impact of the rich Christian heritage and dynamic multi-faith composition of Wales past and present. By using a range of stimulating resources from the locality learners are challenged to ask fundamental questions about meaning and the purpose of life, and the significance and impact of religion and religious thinking on twenty-first century society. Such insight supports social cohesion, cultural/religious awareness and cooperation within society and individual communities.

Religious education contributes to Wales, Europe and the World by raising challenging questions from religious and non-religious perspectives: questions relating to political decision making, exploitation and justice, social freedom and responsibility, human rights issues, economic affluence and Wales' responsibility to, and relationship with, its own citizens and those in other parts of the world. Religious education helps learners develop positive attitudes to help them deal with challenging moral and religious issues with sensitivity, thus providing common ground for collaboration and exploration of common values and beliefs within Wales, Europe and the World.

The above criteria will be used to judge whether a school meets the requirements of Curriculum Cymreig taking into account the context of the school. If an assessor deems this aspect not to be met by the school the Quality Mark will not be awarded.

Curriculum BRONZE		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
<p>1. The religious education curriculum contributes to the requirements of Curriculum Cymreig in a meaningful way.</p> <p>THIS IS A REQUIREMENT OF THE REQM in Wales (See page 18)</p>	<p>1. Curriculum plans, learner interviews, book reviews, school self audits.</p>	
<p>2. The religious education curriculum meets the appropriate syllabus requirements.</p>	<p>2. Religious education planning is mapped to the appropriate syllabus.</p>	
<p>3. The delivery of the religious education curriculum is imaginative and provides engaging opportunities for all groups of pupils, including those with additional needs.</p>	<p>3. Imaginative use of sources that encourage learners to make links between fundamental questions, beliefs, teachings and practice and their opinions and feelings.</p>	
<p>4. The religious education curriculum ensures continuity and progression of learning.</p>	<p>4. Curriculum planning indicates continuity and progression in learning. For example: making reference to skills identified in the national exemplar level descriptions for religious education or CiW levels.</p>	

<p style="text-align: center;">Curriculum BRONZE</p>		
<p>Criteria <i>Schools should highlight where they meet the criteria.</i></p>	<p>Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i></p>	<p>Assessor comments if appropriate</p>
<p>5. The curriculum pays due attention to the importance of the links between fundamental questions, beliefs, teachings and practice and the opinions and feelings of learners.</p>	<p>5. Curriculum plans, lesson plans and learners' work indicate continuity, progression and a balance of fundamental questions, beliefs, teachings and practice and the opinions and feelings of learners.</p>	
<p>6. Religious education is using materials which develop conceptual understanding of the appropriate variety of responses to a number of fundamental questions.</p>	<p>6. Interviews with learners show that they are able to discuss their own and others' responses to fundamental questions.</p>	
<p>7. Religious education in the school promotes understanding of local, national and global faith and belief communities, contributing to global citizenship.</p>	<p>7. Learners show understanding of local, national and global faith and belief communities.</p>	

Curriculum SILVER		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. The religious education curriculum provides the focus for, and makes a significant contribution to, some cross curricular/thematic plans.	2. Minutes of meetings and curriculum plans.	
3. The curriculum draws on local and national resources to explore religions and beliefs.	3. Plans show use of resources from high quality providers e.g. Hwb https://hwb.wales.gov.uk (NGfL); St Mary's Centre http://www.st-marys-centre.org.uk Welsh National Centre for Religious Education, http://practicaltheology.bangor.ac.uk/wncree/ REMW – (MAGC Welsh Medium) RE today, www.retoday.org.uk Face to Faith http://facetofaithonline.org Resources produced by SACRE's and WASACRE www.WASACRE.org.uk Welsh Government curriculum guidance	

<p style="text-align: center;">Curriculum SILVER</p>		
<p>Criteria <i>Schools should highlight where they meet the criteria.</i></p>	<p>Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i></p>	<p>Assessor comments if appropriate</p>
<p>4. The curriculum is flexible and makes use of local and national headlines to stimulate learning.</p>	<p>4. Records show that relevant news items covering significant human events are included.</p>	

Curriculum GOLD		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. The criteria for Bronze and Silver are met.	1. The criteria for Bronze and Silver are met.	
2. The religious education curriculum provides the focus for, and takes the lead on some cross curricular/thematic projects.	2. Learner perceptions and or plans e.g. 'What motivates Inspirational People?'	
3. Religious education is drawing on events in local, national or global setting to make the curriculum relevant to learners.	3. Dialogues with learners and or plans show that local, national or global issues (as expressed through radio, TV, film or other media) are part of religious education lessons.	
4. The curriculum includes engagement with some members of the local community (including school community)	4. Learner perceptions and or plans show that the RE department is imaginative in its use of the local (including the school) population to show the range and variety of religions and beliefs. E.g. learners interview school staff about their beliefs.	

<p style="text-align: center;">Curriculum GOLD</p>		
<p>Criteria <i>Schools should highlight where they meet the criteria.</i></p>	<p>Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i></p>	<p>Assessor comments if appropriate</p>
<p>5. The curriculum plans are shared beyond the school.</p>	<p>5. E.g. local schools or nationally.</p>	

Subject leadership BRONZE

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. Religious education has effective leadership with a clear vision for teaching and learning and has impact on outcomes for the learners.	1. Documentation succinctly indicates the vision for the subject. Interview with SLT show high commitment and aspiration for the subject.	
2. The subject leader is an advocate in school for the importance of religious education.	2. Learner perceptions, SLT interview show that religious education is highly regarded in the school community.	
3. Religious education is well resourced.	3. Discussion with SL	
4. The religious education policy and development plan is informed by the locally agreed/diocesan syllabus and includes robust self-evaluation.	4. Religious education is linked with the appropriate syllabus and discussion with SLT shows that on-going reviews take account of the learner voice.	
5. Religious education priorities are informed by the whole school improvement plan. There are appropriate and robust areas for development.	5. Religious education priorities are linked with or embedded into whole school priorities.	

Subject leadership BRONZE

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
6. Religious education plans recognise the contribution which it makes to learners' spiritual, moral, social and cultural (SMSC) development.	6. Religious education documentation highlights the contribution the subject makes to SMSC.	
7. All school policies connected with religious education are in place.	7. E.g. policies for assessment, inclusion SMSC.	
8. The subject leader knows about religious education teaching and learning across the school, effectively monitoring the subject.	8. Subject leader records of lesson observation/drop in and action taken.	
9. The subject leader supports less confident colleagues, if necessary, to provide high quality religious education.	9. Minutes/documentation of support given by subject leader to other staff.	
10. The subject leader informs parents about religious education in the school and responds to parental feedback when necessary.	10. Letters to parents, prospectus, parents evenings, website etc...	

Subject leadership BRONZE		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
11. There is evidence that religious education has made links with the governing body.	11. Governing body minutes/link governor.	

Subject leadership SILVER

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. The subject leader draws on local and national networks.	2. Minutes of local meetings, staff meetings	
3. Religious education makes contributions to the wider school agenda including SMSC.	3. Minutes of staff meetings where RE contributes to the wider school agenda eg AfL, LNF.	
4. The subject leader is an advocate in a range of stakeholder groups for the importance of religious education.	4. The subject leader has given presentations on the importance of religious education to groups of people e.g. learners/staff/parents/community, SACRE's, WASACRE.	

Subject leadership GOLD		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. The criteria for Bronze and Silver are met.	1. The criteria for Bronze and Silver are met.	
2. The subject leader is embedding high quality structures to ensure education sustainability for the subject	2. Evidence from plans or SLT interview e.g. if the subject leader were to leave, would high quality religious education be sustained?	
3. The subject leader of associated with a member of a subject association related to religious education.	3. Membership of, or association with, appropriate professional organisations which support religious education e.g. SACRE, WASACRE, WJEC, NGfL, Hwb.	
4. The subject leader shares expertise beyond the school, within the local area or partner schools, through consortium, cluster or on-line.	4. Diary/ Evaluation forms/emails of the impact of the subject leader's input to the wider community including partner schools, networks, conferences, PLC's.	

Continuing Professional Development BRONZE

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. Staff have opportunities for CPD within religious education that increase their knowledge, skills and understanding of teaching the subject based upon their individual professional needs. This includes CPD relating to local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents and outside providers.	1. Self directed research, CPD records of courses attended (including accredited courses), evaluations of the impact on religious education and the individual teacher. Self-directed research could include action research in the classroom such as AfL, the impact of high quality questions, reading or on line research. The subject development plan indicates the CPD needs in relation to whole school priorities from the past and how they were met.	
2. CPD relating to individual professional needs and local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents have an impact on learners' learning and reported to governors as appropriate.	2. Learner perceptions or SLT interview show that CPD and new learning has had an impact on standards, engagement and motivation of learners. Minutes of the Governing body.	

Continuing Professional Development BRONZE

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
3. CPD in religious education supports priorities in the whole school development plan	3. SLT interview indicates how CPD in religious education supports whole school improvement eg AfL, LNF	
4. There is a range of up-to-date, quality resources connected with CPD specifically for teaching and learning.	4. Discussion with SL focusing on CPD, local/national guidance (WG, SACRE's, WASACRE), Estyn guidance documents and other resources and programmes demonstrating the impact these have had on teaching and learning.	

Continuing Professional Development SILVER

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. The religious education subject leader takes part in classroom based action research.	2. Notes on the impact of trial of strategies to develop learning e.g. Philosophy for Children, 'Think, Pair, Share' (AfL), Bloom's questions, active learning strategies.	
3. There is effective evaluation of CPD on outcomes for learners.	3. Self-evaluation of CPD is rigorously undertaken.	
4. The CPD of other teachers in the school is supported by the subject leader using religious education examples.	4. Departmental minutes or evaluation from other staff.	

Continuing Professional Development GOLD

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	Assessor comments if appropriate
1. The school meets the criteria for bronze and silver.	1. The school meets the criteria for bronze and silver.	
2. The religious education professionals engage with the delivery of CPD on religious education to other teachers locally, nationally or internationally.	2. Evaluative feedback from RE teachers on the CPD delivered locally, nationally or internationally indicates impact	
3. The religious education co-ordinator or subject leader contributes to local subject communities.	3. Eg SACRE, diocesan group meetings, religious education networks, PLC's.	
4. The professional development of the subject leader is continually updated.	4. E.g. list of books, articles, sites accessed or following an accredited course at master's level.	

Section 2: A comparison of award level criteria A: Learners and Learning

Bronze	Silver	Gold
1. Learners make good progress in relation to their age, ability and prior experience and there are mechanisms for tracking their progress against local/national RE criteria (possibly including P scales).	1. The criteria for Bronze are met.	1. The school meets the criteria for Bronze and Silver
2. Learners are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.	2. Learners make above average progress in relation to their age, ability and prior experience.	2. Learners make significantly above average progress in relation to their age, ability and prior experience.
3. Learners are responding to fundamental questions and are beginning to shape their own learning.	3. Learners connect their learning in RE with other curriculum areas and the national community.	3. Learners connect their learning in religious education with other curriculum areas and the global community.
4. Learners connect their learning in religious education with other curriculum areas and the local community.	4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning.	4. Learners are involved with staff in some of the planning of RE lessons.
5. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.	5. Learners are sharing what they have discovered in religious education within the wider school community	5. Religious education provides challenging tasks and opportunities for deeper thinking and embedded use of higher order thinking.

Bronze	Silver	Gold
6. Learners have opportunities for spiritual, moral, social and cultural (SMSC) development.	6. Higher order questions are used confidently by learners.	6. Learners are sharing the outcomes of their work with the wider community or within a cluster of schools.
7. A range of assessment processes are used in RE and focus mostly on high quality dialogues about learning.		
8. Learners know how well they are achieving and what they need to do to improve.		
9. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.		

B: Teachers and Teaching

Bronze	Silver	Gold
1. There are high expectations and good subject knowledge.	1. The criteria for Bronze are met.	1. The criteria for Bronze and Silver are met and are being embedded into practice.
2. Planning builds on prior learning.	2. The religious education subject leader shares strategies for the development of developing thinking and or enquiries around fundamental questions with other colleagues.	2. The religious education subject leader works either in local networks, at conferences or on-line.
3. The quality of religious education teaching in most lessons is good.	3. The quality of religious education teaching is recognised as good or better.	3. The quality of religious education teaching is recognised as excellent.
4. At least three different teaching strategies that develop thinking are used to teach religious education.	4. Religious education teachers are engaged in whole school curriculum development planning.	4. The religious education subject leader knows about and implements new directions in education in relation to teaching and learning in religious education.
5. Local/national criteria are used for levels of achievement in planning.		5. The subject shares high quality pedagogies with other colleagues.

Bronze	Silver	Gold
6. Classroom conditions are created for effective learning.		6. Religious education takes a lead in developing the subject with and for other schools.
7. There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely.		
8. The religious education curriculum is planned around fundamental questions and/or key concepts.		

C: Curriculum

Bronze	Silver	Gold
<p>1. The religious education curriculum contributes to the requirements of Curriculum Cymreig in a meaningful way.</p> <p>THIS IS A REQUIREMENT OF THE REQM in Wales (See page 18)</p>	<p>1. The criteria for Bronze are met.</p>	<p>1. The criteria for Bronze and Silver are met.</p>
<p>2. The religious education curriculum meets the appropriate syllabus requirements.</p>	<p>2. The religious education curriculum provides the focus for, and makes a significant contribution to, some cross curricular/thematic plans.</p>	<p>2. The religious education curriculum provides the focus for, and takes the lead on some cross curricular/thematic projects.</p>
<p>3. The delivery of the religious education curriculum is imaginative and provides engaging opportunities for all groups of pupils, including those with additional needs.</p>	<p>3. The curriculum draws on local and national resources to explore religions and beliefs.</p>	<p>3. Religious education is drawing on events in local, national or global setting to make the curriculum relevant to learners.</p>
<p>4. The religious education curriculum ensures continuity and progression of learning.</p>	<p>4. The curriculum is flexible and makes use of local and national headlines to stimulate learning.</p>	<p>4. The curriculum includes engagement with some members of the local community (including school community)</p>

Bronze	Silver	Gold
5. The curriculum pays due attention to the importance of the links between fundamental questions, beliefs, teachings and practice and the opinions and feelings of learners.		5. The curriculum plans are shared beyond the school.
6. Religious education is using materials which develop conceptual understanding of the appropriate variety of responses to a number of fundamental questions.		
7. Religious education in the school promotes understanding of local, national and global faith and belief communities, contributing to global citizenship.		

D: Subject leadership

Bronze	Silver	Gold
1. Religious education has effective leadership with a clear vision for teaching and learning and has impact on outcomes for the learners.	1. The criteria for Bronze are met.	1. The criteria for Bronze and Silver are met.
2. The subject leader is an advocate in school for the importance of religious education.	2. The subject leader draws on local and national networks.	2. The subject leader is embedding high quality structures to ensure education sustainability for the subject
3. Religious education is well resourced.	3. Religious education makes contributions to the wider school agenda including SMSC.	3. The subject leader of associated with a member of a subject association related to religious education.
4. The religious education policy and development plan is informed by the locally agreed/diocesan syllabus and includes robust self-evaluation.	4. The subject leader is an advocate in a range of stakeholder groups for the importance of religious education.	4. The subject leader shares expertise beyond the school, within the local area or partner schools, through consortium, cluster or on-line.
5. Religious education priorities are informed by the whole school improvement plan. There are appropriate and robust areas for development.		
6. Religious education plans recognise the contribution which it makes to learners' spiritual, moral, social and cultural (SMSC) development.		

Bronze	Silver	Gold
7. All school policies connected with religious education are in place.		
8. The subject leader knows about religious education teaching and learning across the school, effectively monitoring the subject.		
9. The subject leader supports less confident colleagues, if necessary, to provide high quality religious education.		
10. The subject leader informs parents about religious education in the school and responds to parental feedback when necessary.		
11. There is evidence that religious education has made links with the governing body.		

E: Continuing Professional Development

Bronze	Silver	Gold
<p>1. Staff have opportunities for CPD within religious education that increase their knowledge, skills and understanding of teaching the subject based upon their individual professional needs. This includes CPD relating to local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents and outside providers.</p>	<p>1. The criteria for Bronze are met.</p>	<p>1. The school meets the criteria for bronze and silver.</p>
<p>2. CPD relating to individual professional needs and local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents have an impact on learners' learning and reported to governors as appropriate.</p>	<p>2. The religious education subject leader takes part in classroom based action research.</p>	<p>2. The religious education professionals engage with the delivery of CPD on religious education to other teachers locally, nationally or internationally.</p>
<p>3. CPD in religious education supports priorities in the whole school development plan</p>	<p>3. There is effective evaluation of CPD on outcomes for learners.</p>	<p>3. The religious education co-ordinator or subject leader contributes to local subject communities.</p>

Bronze	Silver	Gold
4. There is a range of up-to-date, quality resources connected with CPD specifically for teaching and learning.	4. The CPD of other teachers in the school is supported by the subject leader using religious education examples.	4. The professional development of the subject leader is continually updated.

This page is intentionally left blank



Cydnabod dysgu rhagorol mewn addysg grefyddol

Beth yw'r Marc Ansawdd Addysg Grefyddol?

Mae Marc Ansawdd Addysg Grefyddol:

- ★ wedi cael ei ddatblygu i ddathlu addysg grefyddol o ansawdd uchel
- ★ yn darparu fframwaith i ysgolion cymuned, ysgolion ffydd ac academiâu i gofnodi arfer da
- ★ yn annog datblygu a dathlu ymrwymiad ar draws yr ysgol at addysgu a dysgu rhagorol mewn addysg grefyddol



Sut mae'r Marc Ansawdd Addysg Grefyddol yn gweithio?

Mae pum llinyn i'r Marc Ansawdd Addysg Grefyddol:

- ★ Dysgwyr a Dysgu
- ★ Athrawon ac Addysgu
- ★ Y Cwricwlwm
- ★ Arweinyddiaeth Pwnc
- ★ Datblygiad Proffesiynol Parhaus

Mae tair lefel dyfarnu: efydd, arian ac aur.

Mae ysgolion sy'n gwneud cais am Marc Ansawdd Addysg Grefyddol yn amlygu ble maent yn bodloni'r meini prawf yn eu barn nhw. Ar ôl gwneud cais am y Marc Ansawdd Addysg Grefyddol, bydd aseswr yn ymweld â'r ysgol, yn cyfweid â dysgwyr ac yn cyfarfod â'r arweinydd pwnc ac aelod o'r uwch dîm arwain.

Beth ydw i'n ei wneud nesaf?



www.reqm.org

- ★ Ewch i'r wefan ac archwilio'r meini prawf: www.reqm.org
- ★ Os ydych chi o'r farn y gallai eich ysgol gyflawni'r dyfarniad, anfonwch neges e-bost at admin@reqm.org i ddarganfod mwy
- ★ Mae'r Marc Ansawdd Addysg Grefyddol yn costio £475 i bob ysgol.
- ★ Mae cyllid ar gael ar gyfer ysgolion bach (100 disgybl neu lai) i dalu cost y dyfarniad.



This page is intentionally left blank

<p>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</p>		
Date of Meeting:		14 th February 2014
Agenda Item:	10	Report Details
<p><u>Background to the Report:</u></p> <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>		
<p><u>Purpose of the Report:</u></p> <p>For members to be informed as to the focus and main outcomes of the previous meeting.</p>		
<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> ▪ To receive the minutes of the previous meeting. ▪ To agree attendance to the next WASACRE (Merthyr Tydfil – 27th March 2013) 		

This page is intentionally left blank



**Cyfarfod CCYSAGauC, Caerdydd, 10 Hydref
2013 / Wales Association of SACREs meeting,
Cardiff, 10 October 2013**

<p>Ynys Môn / Anglesey Bethan James</p> <p>Blaenau Gwent Chris Abbas Gill Vaisey?</p> <p>Pen-y-bont ar Ogwr / Bridgend Carys Pritchard</p> <p>Caerffili/ Caerphilly Cllr Michael Gray Vicky Thomas Enfys Hawthorn</p> <p>Caerdydd / Cardiff Carys Pritchard Emily Hankins</p> <p>Sir Gaerfyrddin / Carmarthenshire Aled Jones Mary Parry Meinir Wynne Loader Helen Gibbon</p> <p>Ceredigion Alwen Roberts</p> <p>Conwy Phil Lord N.C. Richter</p>	<p>Sir Ddinbych / Denbighshire Phil Lord Gavin Craigen</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil Cllr Ernie Galsworth Carys Pritchard</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey? Sue Cave Sharon Perry-Phillips</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Jen Malcolm?</p> <p>Casnewydd / Newport Huw Stephens Vicky Thomas</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson Julie Pugh</p>	<p>Rhondda Cynon Taf Carys Pritchard</p> <p>Abertawe / Swansea Janet Neilson Alison Lewis Peter Llewellyn Claire Fraser Vicky Thomas</p> <p>Torfaen Marilyn Frazer Emma Mohr Vicky Thomas</p> <p>Bro Morgannwg / Vale of Glamorgan Carys Pritchard</p> <p>Wrecsam / Wrexham Libby Jones Tania ap Siôn</p> <p>Sylwedyddion / Observers Leslie Francis</p>
---	---	--

Minutes

1. Croeso / *Welcome*. Chair, Tania ap Sion welcomed members to the meeting which took place after the WASACRE National conference and talked about the difference in this meeting from other WASACRE meetings. Tania ap Sion directed members to the Next meeting on Thursday 27 March 2014, which will follow the usual format and will have presentations.
2. Adfyfyrion tawel / *Quiet reflection*. Chair asked members to take a moment to reflect on the day's events at the conference and to prepare for the present meeting.
3. Ymddiheuriadau / *Apologies*. Helen Bevan, Ruth Frost, Ramez Delpack, Ernie Galsworthy.
4. Cofnodion y cyfarfod a gynhaliwyd yng Nghaernarfon, 19 Mehefin 2013 / *Minutes of meeting held in Caernarfon, 19 June 2013*. With the addition of Cllr Huw George to the attendees list the minutes were accepted as a true record of the meeting, proposed by Carys Pritchard and seconded by Phil Lord.
5. Materion sy'n codi / *Matters arising*. Item 5. NAPfRE presentation: Phil Lord REQM. Three out of the four school from the Welsh pilot have been trained as assessors. There will be a Welsh language pilot. Funding has been given for all resources to be translated. Schools should use the 'free' materials to self assess and if they wish to be assessed formally there would be a cost of £450.00 per school. Item 7. Up-dates: Estyn Thematic Review. Vicky Thomas reminded members that since the report was published WASACRE has funded Key Stage 3 training for RE teachers in levelling pupil work as outlined in the National Exemplar Framework for Religious Education. Therefore one of the recommendations has been addressed already. Marry Parry suggested that WASACRE could ask schools what impact the training has had on the pupil's learning and their own teaching by carrying out a formal feedback procedure. Item 7. Updates: Welsh Government review of SACRE annual reports. Tania ap Sion confirmed that this report is in the process of being published and will be circulated to SACREs when this had been done.
6. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 4 Hydref 2013 / *Report from the Executive Committee held on 4 Hydref 2013*. The report was presented to members and the Chair drew members' attention to Item 8 and Item 11. Item 8. Welsh Government. Tania ap Sion confirmed that WASACRE now has a new link with Welsh Government, Ms Nia Mair Jones and that we have already highlighted some areas for discussion in future and that we are forging a very good relationship with Welsh Government, as we had previously done through Denize Morris, and which we have missed in recent years. Item 11. A.O.B. The Chair highlighted this issue, linking it to the discussion about WASACRE's work in training and supporting teachers and schools. Vicky Thomas suggested Self Evaluation in RE and CW could be an identified training need. The Chair confirmed that the Executive committee will focus on this as an agenda item at the next Executive meeting. Item 6. Executive committee members. The Chair explained the situation with regard to the ballot for the position available on the WASACRE Executive committee and the resignation of

Brian Rogers. Chair also asked Cllr Michael Gray for his patience whilst we deal this situation and confirmed that it needed to be thought through clearly and that the Constitution would be an agenda item at the next Executive meeting in February 2014.

7. Gohebiaeth / *Correspondence*. No correspondence received
8. U.F.A. / *A.O.B.* None.
9. Dyddiad y cyfarfod nesaf / Date of next meeting.

Thursday 27 March 2014 in Caerphilly.

The Chair thanked Cllr Michael Gray for inviting WASACRE to Caerphilly for the spring meeting and thanks were also given to Garmon for the translation of the meeting and for the translation of the National conference. Cllr Michael Gray thanked WASACRE for the conference and the Chair thanked Carys Pritchard and the staff at Central South East Consortium for their assistance in organising the event.

The Chair confirmed that dates for WASACRE meetings and Executive meetings will be shared at the AGM in June 2014 for a year in advance.

This page is intentionally left blank



Cadeirydd/Chairman:
Dr Tania ap Sion

Ysgrifennydd/Secretary:
Libby Jones
4 Patten Close
Hawarden
Deeside
CH5 3TH
e-bost/e-mail: libby.jones@wrexham.gov.uk
ffôn/ tel : 01978 317614

5 February 2014

Dear Clerk to SACRE,

Following our normal annual process, I am writing to invite SACREs to make nominations for new members of the WASACRE Executive Committee. Please would your SACRE discuss any nomination that they wish to make at their spring term SACRE meeting. Please note that if your SACRE is already represented on the Executive committee, according to the WASACRE Constitution you will not be able to nominate a person from your own SACRE at this time.

Please find attached a proforma that should be completed and returned to me at the above email/postal address by **Friday 28 March 2014**. By the end of April 2014, I will send to you the list of the nominations, so that your SACRE is able to discuss them in their summer term meeting in time for the vote at the Association's AGM in June.

We would like to thank you and your members for your assistance in this matter.

Yours sincerely,

Libby Jones
Secretary to WASACRE

This page is intentionally left blank



**Enwbiadau ar gyfer Pwyllgor Gwaith CCYSAGC/
*Nominations to WASACRE Executive Committee***

2014

ENW CYSAG / SACRE NAME:

Enwbiad / Nomination	Enw / Name	Cyfeiriad e-bost/ E-mail address
Pwyllgor gwaith 1/ Executive Committee 1		

This page is intentionally left blank