



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

Date: 3 October 2013

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Dear Sir / Madam

You are invited to attend a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** to be held at **2.00 pm** on **FRIDAY, 11 OCTOBER 2013** in the **COUNCIL CHAMBER, COUNTY HALL, WYNNSTAY ROAD, RUTHIN.**

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 APPOINTMENT OF VICE CHAIR TO CHAIR

The current Vice Chair, Reverend Martin Evans Jones will be invited to take over the Chair for 2013 – 2015 in accordance with the constitution of SACRE.

3 ELECTION OF NEW VICE CHAIR - FROM THE LEA REPRESENTATIVES

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

4 DECLARATION OF INTERESTS

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

5 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.

6 MINUTES OF LAST MEETING (Pages 5 - 12)

To receive and approve the minutes of the Denbighshire SACRE meeting held on 10 June 2013 (copy enclosed) and to consider any matters arising.

7 SACRE DRAFT ANNUAL REPORT 2012/13 (Pages 13 - 30)

To receive a report by the Systems Leader for GwE (copy enclosed) presenting the draft copy of the Annual Report for SACRE 2012/13 for approval.

8 ANALYSIS OF INSPECTION REPORTS (Pages 31 - 34)

To receive a report by the Systems Leader for GwE (copy enclosed) providing an analysis of recent Estyn Inspection Reports for three schools undertaken between March and May 2013.

9 ESTYN REPORT ON RELIGIOUS EDUCATION IN SECONDARY SCHOOLS (Pages 35 - 58)

To receive a report by the Systems Leader for GwE (copy enclosed) presenting Estyn's report on the standards of teaching and learning in Religious Education within the secondary school sector published in June 2013.

10 WASACRE (Pages 59 - 70)

(a) To receive the minutes of the meeting of the Association held on 19 June 2013 in Caernarfon (copy enclosed)

(b) To agree attendance at the next meeting and to discuss nominations for the Executive Committee (copy enclosed)

11 DATE OF NEXT MEETING

The next meeting of the Denbighshire SACRE will be held at 10.00 a.m. on Friday 14 February 2014 in the Council Chamber, Nant Hall Road, Prestatyn.

PART 2 - NO ITEMS

No Items.

MEMBERSHIP

Councillors Representing Denbighshire County Council

Bill Tasker
Carys Guy
Julian Thompson-Hill
Dewi Owens

Margaret McCarroll
Arwel Roberts
Joe Welch

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

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STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held in the Council Chamber, Russell House, Churton Road, Rhyl LL18 3DP on Monday, 10 June 2013 at 10.00 am.

PRESENT

Representing Denbighshire County Council

Councillors Bill Tasker, Julian Thompson-Hill, Margaret McCarroll, Arwel Roberts and Joe Welch

Representing Religious Denominations

Rev. Martin Evans-Jones, Ms Mary Ludenbach, Mrs E Wright and Ms S Harris

Representing Teacher Associations

Ms. Ali Ballantyne

ALSO PRESENT

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

POINTS OF NOTICE

Members were advised that –

- SACRE's Chair, Maxine Bradshaw had resigned due to other commitments [the Vice Chair, Reverend Martin Evans-Jones took the Chair for the meeting], and
- Mrs. Elaine Wright was attending her last meeting of SACRE before standing down as the Church in Wales representative. The Chair thanked Mrs. Wright for her service on the committee and wished her well for the future

SILENT REFLECTION

The meeting began with a few minutes silent reflection.

1 APOLOGIES

Maxine Bradshaw, Dominic Oakes, Lt. Sian Radford and Gavin Craigen.

Apologies had also been received from Karen Evans, Head of Education.

2 DECLARATION OF INTERESTS

No declarations of personal or prejudicial interest had been raised.

3 URGENT MATTERS AS AGREED BY THE CHAIR

No urgent matters had been raised.

4 MINUTES OF LAST MEETING

The minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held on 1 February 2013 (previously circulated) were submitted.

Matters Arising –

Page 11 – Item No. 9 – Future Arrangements for the Monitoring of RE in schools – The Systems Leader for GwE (SL) advised that a presentation on the RE Quality Mark would be made to WASACRE on 19 June 2013 by teachers from the pilot school. Members agreed to receive a presentation by the SL on that subject at their next meeting on 2 October 2013.

***RESOLVED** that the minutes of the SACRE meeting held on 1 February 2013 be received and approved as a correct record.*

5 SMSC PROVISION IN THE FURTHER EDUCATION SECTOR

The need for chaplaincy in the further education sector had been raised previously at a meeting of WASACRE. The Systems Leader for GwE (SL) introduced Toni Coulton who had been invited to the meeting to deliver a presentation on SMSC provision and for SACRE to discuss how it could support Rhyl Sixth Form and FE College. Ms Coulton worked with FESTIVE (FE and Sixth Form Initiative), a Christian initiative to support those who worked in the further education sector.

Ms. Coulton delivered a power point presentation to SACRE entitled 'Further Education and Wellbeing'. She highlighted that the provision of RE and Collective Worship was a statutory requirement within school sixth form but not within FE colleges. Whilst accepting that making RE provision statutory for all 16 – 19 year olds was unlikely, she believed it was possible to make a good case for non-statutory RE in further education. The presentation covered –

- anomalies in statutory and non-statutory provision of RE and Collective Worship
- the number of 16 – 18 year olds studying in schools and colleges together with a further breakdown of those in or out of education and employment
- organisations involved in supporting national work and producing resources including the National Council for Faith and Belief in Further Education; Dare 2 Engage, Faith Tutorials and AFAN (All Faiths and None)
- differences in the guidance produced by Ofsted in England and Estyn in Wales with specific reference to SMSC in England but only generalisations and a lack of clear guidance in Wales
- reference to a number of resources and publications, some of which were available at the meeting for perusal, including 'Making Space for Faith' and 'Challenging Voices'

- extracts of Estyn's quality indicators showing a focus on outcomes for Wellbeing instead of an emphasis on provision.

In considering the way forward, Ms. Coulton suggested –

- some research – maybe with the chaplains of Welsh FE colleges
- building on 'Challenging Voices' (how to provide chaplaincy within a college)
- seek a replacement of the FE work to be part of local SACRE
- demonstrate to Estyn that faith/belief can and should be in the guidelines as in England

Finally members' attention was drawn to the work of Joseph George, Project Worker (details circulated at the meeting) who had been appointed to unite existing faith based work and introduce new work to areas in college where currently there were no Christian Groups. Joseph worked 16 hours per week: 8 at Rhos, 4 at Rhyl Sixth and 4 at all other sites. Opportunities provided at Rhyl Sixth included tutorials, faith room and staff and student meetings.

Members support and provision in the further education sector with Ms. Coulton and she responded to questions and comments as follows –

- a faith room had been provided at Rhyl Sixth but more work was needed to embed its use within the college
- acknowledged the importance of joined up working and highlighted relationships which had been forged with further education colleges and clergy in the area
- there was a need to raise awareness of provision/support available and to provide an opportunity for those wishing to engage in an educational setting
- advised that although Llysfasi College was in Denbighshire it was part of Deeside College in Flintshire which had little provision
- recognised the importance of providing information and provision through the medium of Welsh and progress was being made in that regard; in particular the FESTIVE website provided bilingual information and Welsh colleges had access to that information
- despite efforts no information had been included within the college prospectus regarding provision and SACRE's help in achieving that would be welcome.

Councillor Margaret McCarroll advised that there had been a part time chaplain at Rhyl Sixth College when it had been established and she agreed to make enquiries into whether that provision was still available. Ms. Ali Ballantyne also highlighted the need to include Pengwern College when considering initiatives for further education provision. Ms. Coulton suggested that SACRE may wish to contact Pengwern College directly in that regard.

SACRE discussed the next steps and –

RESOLVED that a letter be sent to the Rhyl Sixth College –

- (i) *detailing SACRE's concerns in terms of the lack of provision for RE and Collective Worship and opportunities for students to take up RE at A Level;*
- (ii) *highlighting the work of SACRE and support it could offer together with the range of resources available, and*
- (iii) *inviting the College to co-opt a member from SACRE.*

Members agreed that details of the organisations, publications and resources referred to within the presentation together with website links be included within the minutes as follows –

National Council for Faiths and Beliefs in Education www.fbfe.org.uk

Challenging Voices - dealing with contentious issues; a joint publication with RE Council for England and Wales

[http://www.fbfe.org.uk/wp-content/uploads/2012/11/REsilience FE booklet Challenging Voices PDF final.pdf](http://www.fbfe.org.uk/wp-content/uploads/2012/11/REsilience_FE_booklet_Challenging_Voices_PDF_final.pdf)

SMSC Report

[http://www.fbfe.org.uk/wp-content/uploads/2012/12/Isis SMSC-Report-Guidance-for-learning.pdf](http://www.fbfe.org.uk/wp-content/uploads/2012/12/Isis_SMSC-Report-Guidance-for-learning.pdf)

Making Space for Faith - Survey of the learner voice and staff opinions from 41 FE Colleges

<http://www.fbfe.org.uk/wp-content/uploads/2012/09/Making-space-for-faith1.pdf>

NUS Interfaith tool kit - some great ideas for curriculum use

http://www.nusconnect.org.uk/asset/News/6105/NUS-Inter-Faith-Toolkit_Web-Version.pdf

Resources for Curriculum from:

Dare 2 Engage www.dare2engage.org

Faith Tutorials <http://www.faithtutorials.co.uk/faithtutorials.co.uk/Home.html>

All Faiths and None www.afan.uk.net

General Support from: Festive - www.festive.org.uk

6 ANALYSIS OF INSPECTION REPORTS

The Systems Leader for GwE (SL) submitted a report (previously circulated) analysing the results of recent Estyn inspections in terms of RE provision and collective worship in five schools between November 2012 and January 2013. Inspections had been carried out at Ysgol Gymraeg y Gwernant, Llangollen; Ysgol Bryn Hedydd, Rhyl; Ysgol Uwchradd Glan Clwyd, St Asaph; Ysgol Llywelyn, Rhyl and Ysgol y Llys, Prestatyn.

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. In response to questions the SL confirmed that under the guidance there was no requirement to comment on Collective Worship so the positive comment for Ysgol Gwernant in that regard was particularly welcome. Members noted the mix of schools inspected across disadvantaged and affluent areas and the SL referred to the importance of schools performing well in spiritual, moral, social and cultural (SMSC) development to ensure a better holistic education.

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.*

7 RE LITERACY AND NUMERACY COMPETITION

The Systems Leader for GwE (SL) provided a verbal update on the RE Literacy and Numeracy Competition for schools to produce resources that would include Literacy and Numeracy in Religious Education.

Sixteen competition entries had been received including entries from three Denbighshire schools – Clocaenog; Esgob Morgan and Trefnant. It had been agreed to award a prize of £150 to every school who had participated together with a certificate confirming the submission of a winning entry. Whilst the lack of entrants had been disappointing it had allowed for the production of a more manageable resource which was currently being collated and likely to be available in the autumn. In response to a question the SL confirmed that the resource would be sent out to all schools and in order to raise awareness of its existence he encouraged those associated with schools to bring it to the attention of the schools consortia.

RESOLVED that the verbal update on the RE Literacy and Numeracy Competition be received and noted.

8 REC SPONSORED WALK

The Systems Leader for GwE (SL) verbally reported upon the REC Sponsored Walk which took place on 11 May 2013 in Llangollen to support the work of the Religious Council for England and Wales. He provided further details of the event which had proved a success with approximately £500 raised to date. More information about the fundraiser could be found on the RE Council for England and Wales website <http://religiuseducationcouncil.org.uk/about/sponsored-walk> and it was still possible to donate via Virgin Money Giving

<http://uk.virginmoneygiving.com/fundraiser-web/fundraiser/showFundraiserPage.action>

In response to a question from the Chair the SL advised that the Walk would likely become an annual RE ramble but not a sponsored event.

RESOLVED that the verbal report on the REC Sponsored Walk be received and noted.

9 WALES ASSOCIATION OF SACRES (WASACRE)

(a) Minutes of WASACRE – 22 March 2013

The draft minutes of the meeting of the Wales Association of SACREs (WASACRE) held at Newport on 22 March 2013 (previously circulated) were submitted for members' information.

RESOLVED that minutes of WASACRE held on 22 March 2013 be received.

(b) WASACRE meeting – 19 June 2013

The Systems Leader for GwE (SL) advised that the next WASACRE meeting would be held on 19 June 2013 in Caernarfon and sought confirmation of representatives to attend. He also drew members' attention to nominations received for the Executive Committee (previously circulated) advising that eight nominations had been received for three positions.

Members discussed attendance at the next meeting and considered the background and experience of the candidates and it was –

RESOLVED that –

- (a) Reverend Martin Evans-Jones, Councillor Arwel Roberts (morning session) and Philip Lord attend the next WASACRE meeting on 19 June, and
- (b) Mark Brown, Mary Parry and Judy Harris receive Denbighshire SACRE's vote for election to the WASACRE Executive Committee.

The SL advised that the review of the Agreed Syllabus was due but in light of the forthcoming Curriculum Review WASACRE had issued a statement recommending 'that SACREs start an agreed syllabus review process that was on-going for the next few years and should implement changes to their agreed syllabus in response to the curriculum review arrangements after September 2014'. In view of the impact of the curriculum review and WASACRE's recommendation it was –

RESOLVED that the review of the Agreed Syllabus be postponed pending the findings of the curriculum review.

10 DATE OF NEXT MEETING

The next meeting of the Denbighshire SACRE would be held at 10.00 a.m. on Wednesday 2 October 2013 in the Council Chamber, County Hall, Ruthin.

The meeting concluded at 11.25 a.m.

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<p>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</p>		
Date of Meeting:		11 th October 2013
Agenda Item:	7	SACRE DRAFT ANNUAL REPORT 2012/13
<u>Background to the Report:</u>		
<p>It is a statutory requirement on the SACRE to produce and Annual Report of its work, and that this Annual Report be made available to DCELLS by December 31st.</p>		
<u>Purpose of the Report:</u>		
<p>To identify and record the work of the SACRE for the year from September 2012– July 2013</p>		
<u>Recommendations:</u>		
<ul style="list-style-type: none"> ▪ To approve the report, subject to any amendments, as an accurate account. ▪ To request the LA to have the report translated into Welsh, printed, and distributed to all schools and colleges in Denbighshire, and other recipients as required by law and as identified in the report. 		

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Annual Report
of
Denbighshire
Standing Advisory Council
for Religious Education

2012 - 2013

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The Annual Report.		
1. Executive Summary		
<i>Topics/Issues:</i>	<i>Advice given:</i>	<i>Implemented By LEA:</i>
RE: Agreed Syllabus	<ul style="list-style-type: none"> The Agreed Syllabus and Comprehensive Guide for RE are continuing to be used in schools to inform their planning and preparation. 	✓
RE: Standards	<ul style="list-style-type: none"> Following consideration of Inspection Reports, schools be sent letters congratulating them for the good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers in addressing issues; Following consideration of Supportive Review Visits, schools be sent letters congratulating their good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers in addressing any areas for development. 	✓ ✓
RE: Methods of Teaching	<ul style="list-style-type: none"> The additional guidance and support for the Agreed Syllabus to include guidance on teaching and learning; advice on methodology included in visits to schools by the Senior Learning Adviser RE. 	✓
RE: Choice of Teaching Materials	<ul style="list-style-type: none"> No formal guidance, but the additional support and guidance for the Agreed Syllabus includes reference to some teaching materials. Good practice and sharing forums have provided resources, showcased and shared across primary RE coordinators. The creation of a county publication called 'RE in the foundation phase' has also been recommended and sent to all schools in Flintshire, training on the use of the document has also been offered to all schools. 	✓ ✓ ✓
RE: Provision of ITT	<ul style="list-style-type: none"> No visits possible this year. 	

Collective Worship	<ul style="list-style-type: none"> Following consideration of Inspection Reports, letters be sent to schools congratulating them for the good features and offering the services of the Senior Learning Advisor RE or School Improvement Officers to address any issues. 	✓
Other Matters: Local	<ul style="list-style-type: none"> 'RE in the foundation phase' continues to be used across Flintshire. It is available to all schools electronically. The Comprehensive Guide to RE is available to all schools in an editable electronic version. An RE, literacy and Numeracy competition has enabled the creation of a resource to inspire good practice in schools Sponsored walk for REC bought together members from 3 SACRE's 	✓ ✓ ✓ ✓
Other Matters: National	<ul style="list-style-type: none"> Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship; Members be informed about developments and initiatives undertaken by DFES; The SACRE maintain its membership of WASACRE and that representatives attend and report back on the meetings of the association. 	✓ ✓ ✓
Other Matters: additional	No other additional matters.	
Complaints	No complaints received.	

2. Advice given to LEA

a) Religious Education

The Agreed Syllabus

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

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

The addition of 'RE in the foundation phase' has encouraged foundation phase practitioners to integrate Religious Education in to the various provision areas in the classroom. This document is available to all schools electronically.

Standards

Examination results

The February meeting of SACRE received details of the examination results for 2011.

Members were pleased that overall the results for all learners at GCSE Full Course were 14.4% (83.55%) above the national average (73.6%).

The short course GCSE results continue to be disappointing, compared with national trends. The results were down on the previous year (23.6%) and remain below the national figures (59.3%), 35.7% below for all candidates.

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

Advanced Level results for all learners were 1.3% (81.7%) above the national average (80.4%)

Inspection Reports

Due to the current Estyn inspection framework there are no subject judgments in the Estyn reports. Instead members receive information from the reports relating Estyns comments of a schools provision of SMSC. See part c Collective Worship - Monitoring provision - Inspection reports

Supportive Review Visits

There were no supportive review visits to Denbigshire High Schools' Consortium of Schools this academic year.

b. Methods of teaching

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

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

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

The twilight INSET sessions for primary coordinators continued this year.

The document 'RE in the Foundation Phase' continues to encourage RE to be taught within the integrated provision areas of the classroom.

Choosing teaching resources

The SACRE has not formally advised schools in the matter of purchasing teaching resources, deeming this to be a matter for the schools themselves. However, through the visits of the Senior Learning Advisor – for Supportive Review monitoring, for planned support, and for school based INSET sessions –

advice is given. Additionally, specific requests are made to the Inspector/Adviser for advice on teaching resources.

The twilight INSET offered opportunities for primary RE teachers to discuss resources and good practice.

Provision of Initial Teacher Training

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

c) Collective Worship

i. Monitoring provision

Inspection Reports

As part of the process of monitoring, Estyn Inspection Reports are analysed in terms of collective worship, spiritual, moral and social and cultural development (SMSC). These are compiled and noted by SACRE.

Over the year schools' inspection reports analysed in 8 schools were judged. Positive areas for SMSC were identified as follows:

- | | |
|----------------------------------|-----------|
| • Learning experiences KQ2 | 8 Schools |
| • Care, support and guidance KQ2 | 8 Schools |
| • Learning environment KQ2 | 6 Schools |
| • Partnership working KQ3 | 6 Schools |
| • Wellbeing KQ1 | 5 Schools |
| • Leadership KQ3 | 2 Schools |
| • Partnership Working KQ3 | 2 Schools |

A letter was sent to schools following the consideration of their Inspection Report, commending the good practice, offered assistance in any shortcomings. Schools have found this process to be valuable and helpful.

Supportive Review Visits -

There were no supportive review visits during this academic year

iii) Guidance Documents

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

iv) Resources recommended

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

The document, 'RE in the Foundation Phase' is also available for all Denbighshire schools as a resource as well as a guidance document.

v) INSET for Collective Worship

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

vi) Evaluation of the effectiveness of guidance

No formal evaluation of the original guidance material has been undertaken, but responses from schools to the materials, and comments offered through school visits have indicated how much the schools have valued the materials and used them in planning and enhancing their provision.

Determinations

The British Humanist Association have requested representation on SACRE

3) Other Matters

a) Local

Flintshire, Denbighshire and Conwy SACRE's initiated a competition to encourage the use of Literacy and Numeracy within RE. All entries have been included in a resource that will be sent to all schools in the 3 authorities. Money from REMW has been used to pay for the prize money and the translation of all the entries.

Members received a presentation on the changes that the Local Authority would receive in relation to Curriculum support including that of Religious Education.

b) National

(i) Estyn:

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

(ii) DfES:

The SACRE has been informed of developments and initiatives undertaken by or through the Department for Children, Education, Lifelong Learning and Skills. Members received information relating to the securing teacher assessment initiative at KS3.

(iii) WASACRE

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

(iv) Complaints

No complaints were received by the SACRE.

4. Appendices:

a) Composition of SACRE

Representing Religious Denominations:

Church in Wales

Sylvia Harris
Elaine Wright

Roman Catholic

Mary Ludenbach
Nomination awaited

Baptist Union

Nomination awaited (Welsh)
Nomination awaited (English)

Presbyterian

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

Methodist

Rev. Martin Evans-Jones

United Reformed

Nomination awaited

Union of Welsh Independents

Nomination awaited

Religious Society of Friends

Dominic Oakes

Salvation Army

Captain Sian Radford

Evangelical Movement Wales

Nomination awaited

Representing Teacher Associations:

Secondary Headteacher

Mrs V. Barlow

Junior Headteacher

Nomination awaited

Secondary RE Specialists

Cate Harmsworth

Infant Headteacher

Nomination awaited

Special School Teachers

Ms. Ali Ballantyne

Junior Classroom Teacher

Maxine Bradshaw

Infant Classroom Teacher

Nomination awaited

Representing Denbighshire County Council

Councillor Margaret McCarroll
Councillor Arwell Roberts
Councillor Joe Welch

Councillor Dewi Owens
Councillor Bill Tasker
Councillor Carys Guy

Councillor Juilan Thompson-Hill

Co-opted Members

St Mary's Centre for Religious Education:
Tania Ap Sion

REMW:
Nomination awaited

St Giles Centre for Religious Education:
Gavin Craigen

b) Number and dates of meetings

5th October 2012
1st February 2013
10th June 2013

c) Organisations receiving the report

**DfES
All LA Schools
LAs of Wales
WASACRE
Diocese of Bangor
Diocese of St Asaph**

**Welsh National Centre for RE
Trinity College Carmarthen
Evangelical Alliance
Diocese of Wrexham**

DRAFT

D) Focussed evidence: Statistics

Ysgolion Sir Ddinbych Tabl 1
Denbighshire Schools – Table 1

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 2
Denbighshire Schools – Table 2

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 3 – CANLYNIADAU SAFON UWCH 2012 – PAWB ASTUDIAETHAU CREFYDDOL
Denbighshire Schools – Table 3 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

DRAFT

Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		11 th October 2013
Agenda Item:	8	ANALYSIS OF INSPECTION REPORTS
<p style="text-align: center;"><u>Background to the Report:</u></p> <p>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.</p>		
<p style="text-align: center;"><u>Purpose of the Report:</u></p> <p>To inform members of the outcomes of recent Estyn Inspection Reports on schools.</p>		
<p style="text-align: center;"><u>Recommendations:</u></p> <ul style="list-style-type: none"> ▪ 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 		

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Analysis of Inspection Reports Denbighshire SACRE

Autumn 2013

(reports published in the summer term)

School	Dates	Reporting Inspector
<i>Bodnant Community School</i>	May 2013	Rhona Edwards
<p><i>Bodnant Community Primary School, formed in January 2012, is an amalgamation of the former Bodnant Infant and Junior Schools. The majority of pupils come from homes that are neither significantly advantaged nor disadvantaged. Fourteen per cent of pupils are eligible for free school meals, which is below the Wales average. Very few pupils come from ethnic minority backgrounds.</i></p>		
<i>Ysgol Esgob Morgan</i>	April 2013	Richard Lloyd
<p><i>Ysgol Esgob Morgan Community Primary School serves the cathedral city of St. Asaph, which is in the Denbighshire local authority. There are 98 pupils aged seven to 11 years in the school. Pupils are organised into four classes. Around 17% of pupils are entitled to free school meals. This figure is slightly lower than the local authority and Welsh national averages. All pupils come from homes where English is the main language and no pupils speak Welsh as a first language. The school has identified 25% of pupils as having additional learning needs with very few pupils having a statement of special educational needs. Very few pupils are currently looked after by the local authority. There have been two fixed term pupil exclusions in the last 12 months.</i></p>		
<i>Rhos Street C.P. School</i>	March 2013	Jane Williams
<p><i>The school caters for pupils between the ages of three and 11. Currently, 169 pupils attend the school, including 13 who attend the nursery on a part-time basis. Pupil numbers have fallen since the last inspection. The school is organised into eight single-age classes. No pupils speak Welsh as a first language and a very few pupils receive support for English as an additional language. Fourteen per cent of pupils come from an ethnic-minority community. Eight 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 9% of pupils as having additional learning needs and a few pupils have a statement of special educational need.</i></p>		

POSTITIVE COMMENTS

Current Performance

- Pupils develop a very good understanding of global citizenship. (Esgob Morgan)

Key Question 1: How good are the Outcomes?

Standards:

- In 2012, attainment at the end of the Foundation Phase at the expected outcome 5 was above the average for other schools in the same family in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity. (Bodnant)

Wellbeing:

- As pupils move through the school, they develop very good personal and social skills that prepare them well for life and work outside of school. (Esgob Morgan)

Key Question 2: How good is provision?

Learning experiences:

- The school promotes pupils' awareness of global citizenship very well through established international links with schools in, for example, Hungary and Portugal. This has added a wider global dimension to pupils' knowledge and understanding of other schools and cultures in different countries. (Bodnant)
- The provision for promoting pupils' awareness of global citizenship is a very strong feature of the school. (Esgob Morgan)
- The school provides pupils with a good range of opportunities to learn about global citizenship. (Rhos Street)

Care, support and guidance:

- The wide range of learning experiences successfully promotes pupils' spiritual, moral, social and cultural development. (Bodnant)
- The school provides a range of opportunities that promote pupils' health and wellbeing positively, including their spiritual, moral, social and cultural development. The school assemblies are stimulating and have a positive impact on pupils' spiritual and moral development. Assemblies also provide worthwhile opportunities for pupils to reflect on their feelings and to consider the views of others. (Esgob Morgan)
- Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. The school encourages pupils to work well with each other and to show respect, care and concern for others. (Rhos Street)

Learning Environment:

- International links with other schools, and celebrations of a range of festivals throughout the school, support the development of pupils' understanding of other cultures well. (Bodnant)
- It places a clear emphasis on recognising and celebrating diversity and promotes equal opportunities well. The school regularly reminds pupils in assemblies and in discussions of the importance of treating each other with care and consideration. (Rhos Street)

Key Question 3; How good is leadership and management?

Partnership working:

- Visitors from the community regularly contribute to school life and pupils visit many local places of interest to enhance their learning, such as Calvary Church. (Bodnant)

Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		11 th October 2013
Agenda Item:	9	ESTYN REPORT ON RELIGIOUS EDUCATION IN THE SECONDARY SECTOR
<u><i>Background to the Report:</i></u>		
<p>Estyn completed and published a report, June 2013. The report focused on the standards of teaching and learning in Religious Education within the secondary school sector.</p>		
<u><i>Purpose of the Report:</i></u>		
<p>To consider the positive elements and areas for improvement within the report.</p>		
<u><i>Recommendations:</i></u>		
<ul style="list-style-type: none">▪ To receive the report.		

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Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Religious education in secondary schools

June 2013

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities;
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ independent specialist colleges;
- ▲ adult community learning;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
- ▲ offender learning.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Introduction

This report has been produced in response to a request for advice from the Welsh Government in the Minister's annual remit letter to Estyn for 2012-2013. It derives from the evidence base outlined in Appendix 1.

This report covers outcomes including standards in religious education at key stage 3 and key stage 4, attainments in GCSE religious studies, and participation and engagement in learning. It also covers the factors that affect standards, including curriculum planning, teaching, assessment, leadership, improving quality and external influences.

The report will be of interest to teachers of religious education, heads of department and senior managers within secondary schools. It will also be of interest to local authorities and Standing Advisory Councils for Religious Education (SACREs)¹.

Background

Every secondary school must by law provide religious education for all its pupils as a requirement at key stage 3 and key stage 4. Schools must also provide religious education post 16, although outcomes and provision at this stage are not covered in this report. This provision must follow the relevant local agreed syllabus for religious education².

Religious education encourages pupils to explore religious beliefs, teachings and practices, and their impact on everyday life. In doing so, it considers a range of philosophical, theological, ethical and spiritual questions in a reflective, analytical and balanced way.

The 'National exemplar framework for religious education for 3 to 19-year-olds in Wales' was developed by the Welsh Government in 2008 alongside its review of the National Curriculum. The framework aimed to improve standards of religious education nationally by providing a coherent curriculum and assessment framework for Wales. It contains exemplar programmes of study for each key stage, together with level descriptions for pupil performance. Local authorities and SACREs amended their local agreed syllabuses to take account of the framework.

Some schools have a religious character and teach 'denominational education' as a particular form of religious education. Denominational education does not follow the locally agreed syllabus, but instead follows a syllabus determined by the individual school or group of schools with a particular religious character. Estyn does not inspect denominational education as part of its usual school inspections as it is inspected separately by inspectors appointed by the governing body of the school. Schools that provide denominational education were therefore not included in the sample of schools visited for this survey.

¹ SACREs are responsible in law for advising local authorities on religious education and collective worship. Every local authority must have a SACRE.

² The local agreed syllabus for each local authority is available from the Welsh Association of Standing Advisory Councils on Religious Education: <http://www.wasacre.org.uk/publications/syllabi.html>

The two main religious studies qualifications for which schools enter pupils are: the full GCSE course and the short GCSE course (worth half a full GCSE). Most pupils do not choose to follow the short course as part of their options at key stage 4 but are expected to follow it in the time set aside to cover the legal requirement for religious education. Increasingly, schools also enter pupils for the full course in this time (usually those that the school thinks will achieve a grade C or above). However, the majority of pupils following the full course have chosen to do so as part of their key stage 4 options. In 2012, just over 10,000 pupils entered full GCSE course in religious studies and nearly 20,000 pupils entered the short course. For comparison, around 35,000 pupils entered English language GCSE.

In 2000, Estyn published 'Aiming for Excellence in Religious Education', which focused on religious education at key stage 1 and key stage 2.

Main findings

- 1 GCSE courses in religious studies have gained in popularity over recent years. More pupils gain a qualification in religious education than in any other non-core subject in Wales. The number of pupils taking the full GCSE course in religious studies has risen significantly over the last five years, with just over a quarter of the pupils in Year 11 entered in 2012. The number of pupils taking the short GCSE course in religious studies has also risen steadily over the last five years, with just over half of the pupils in Year 11 entered in 2012. For both courses, more girls than boys are entered, though the difference is greater with the full course.
- 2 Attainment in the full GCSE course in religious studies has risen steadily over the last five years. The percentage of pupils attaining grades A* to C in religious studies is well above the average for other subjects. While attainment in Wales is broadly similar to that for the UK as a whole, a higher proportion of pupils attain grade A* in Wales.
- 3 Attainment in the short GCSE course in religious studies has fallen over the last five years, although it recovered slightly in 2012. In spite of this fall, the percentage of pupils attaining grades A* to C in Wales has remained consistently better than for the UK as a whole, and a higher proportion of pupils attain grade A* in Wales.
- 4 A significantly higher percentage of girls attain grades A* to C than boys in both the full course and short GCSE courses in religious studies. The gap between this percentage for girls and boys is wider in Wales for both courses than it is across the UK as a whole.
- 5 Teacher assessment of pupils' performance in religious education at the end of key stage 3 is not included in the Welsh Government core data sets that cover other National Curriculum subjects and not published nationally in any other way that would enable an analysis of standards at key stage 3 or progress between key stages.

- 6 In the schools visited for this survey, lesson observations and pupils' work show that standards are good in a majority of schools at key stage 3. Standards are not excellent in any of the schools visited, but they are unsatisfactory in a few schools where pupils do not make enough progress. More able and talented pupils constitute the group that is the most likely to underachieve and this is usually because the tasks set by teachers do not challenge them to demonstrate the level of skill and understanding required for level 7 or above.
- 7 Most pupils following the full GCSE course in religious studies at key stage 4 make good progress and a slightly lower proportion of pupils studying the short course also make good progress. Where pupils are not following an examination course at key stage 4, standards in lessons are rarely better than adequate. In these lessons, a minority of pupils misbehave. This suggests that they do not value the lessons and this may be because they do not lead to a qualification.
- 8 Almost all pupils in the lessons observed showed respect for the opinions and beliefs of others. Many pupils value what they learn in religious education and understand how it contributes to their personal and social development. In particular, pupils enjoy engaging with fundamental questions, such as 'is there life after death?', 'what is evil?' and 'what is truth?'. Pupils enjoy learning about different religious responses to questions like these and why people live their lives in different ways as a result of their beliefs. They enjoy considering their own views, and discussing them with peers. They are prepared to talk about a variety of issues relating to religion and ethics and take part in lessons enthusiastically.
- 9 Teaching was good or better in just over two-thirds of the lessons observed for this survey. Teaching was excellent in nearly one-fifth of lessons and unsatisfactory in a very few lessons. These findings suggest that teaching in religious education is better than average for teaching across all subjects in secondary schools inspected since 2010.
- 10 In many schools, at both key stages, religious education teachers:
 - have good subject knowledge;
 - teach enthusiastically;
 - use a range of teaching strategies to support learning, particularly through discussion in pairs and groups;
 - use artefacts and audio-visual resources creatively;
 - prepare pupils thoroughly for GCSE examinations;
 - promote pupils' thinking skills effectively; and
 - promote literacy appropriately, particularly oracy and writing skills.
- 11 Many secondary schools use non-specialist teachers to teach religious education and the short GCSE course in religious studies, although they are rarely used to teach the full GCSE course. Non-specialist teachers do not have a negative impact on standards in the majority of schools.
- 12 In the majority of schools, teachers provide pupils with useful feedback, both oral and written, that enables them to understand their progress and how to improve their work.

- 13 Teachers generally have a very good understanding of GCSE requirements, but few have an accurate understanding of the levels of pupil performance at key stage 3 set out in the national exemplar framework.
- 14 The local agreed syllabuses across Wales are very similar, being based on the national exemplar framework for religious education for 3 to 19-year olds in Wales. Almost all schools meet the requirements of their local agreed syllabus. However, a very few schools do not meet the requirements at key stage 4 either because they do not give enough time to cover the syllabus or because, occasionally, lessons are used predominantly to help pupils gain a non-subject qualification such as an Essential Skills Wales qualification.
- 15 In the majority of schools, effective subject leaders set high expectations within the department, monitor other religious education teachers closely, provide appropriate support and challenge, and delegate aspects of leadership and management amongst colleagues to encourage a collegiate approach. Self-evaluation is good or better in only a minority of religious education departments. The paucity of national data on religious education and religious studies makes it difficult for schools to compare standards with other schools, but only a minority of departments analyse internal examination data thoroughly in order to plan for improvement.
- 16 The lack of opportunities for professional development and learning networks means that good practice is not shared enough and challenges, such as raising boys' attainment, the accuracy of assessing levels of performance at key stage 3, planning for the development of skills and improving self-evaluation, are not addressed effectively.

Recommendations

Schools should:

- R1 develop strategies to raise the attainment of boys at key stage 4;
- R2 improve standards at key stage 4 for pupils who are not entered for a qualification and consider giving all pupils the opportunity to gain an appropriate qualification;
- R3 improve the accuracy of teacher assessment of pupils' levels at key stage 3;
- R4 ensure that tasks are challenging enough to enable more able pupils to reach higher levels at key stage 3;
- R5 ensure that the curriculum, staffing and timetabling arrangements enable all pupils to make good progress through key stages 3 and 4; and
- R6 strengthen self-evaluation and use data in religious education departments to identify where and what to improve.

The Welsh Government should:

- R7 collect, analyse and publish attainment data for religious education and religious studies in the same way as for non-core subjects; and
- R8 work with local authorities and SACREs to improve the opportunities for professional development and support learning networks for teachers of religious education.

Standards in religious education

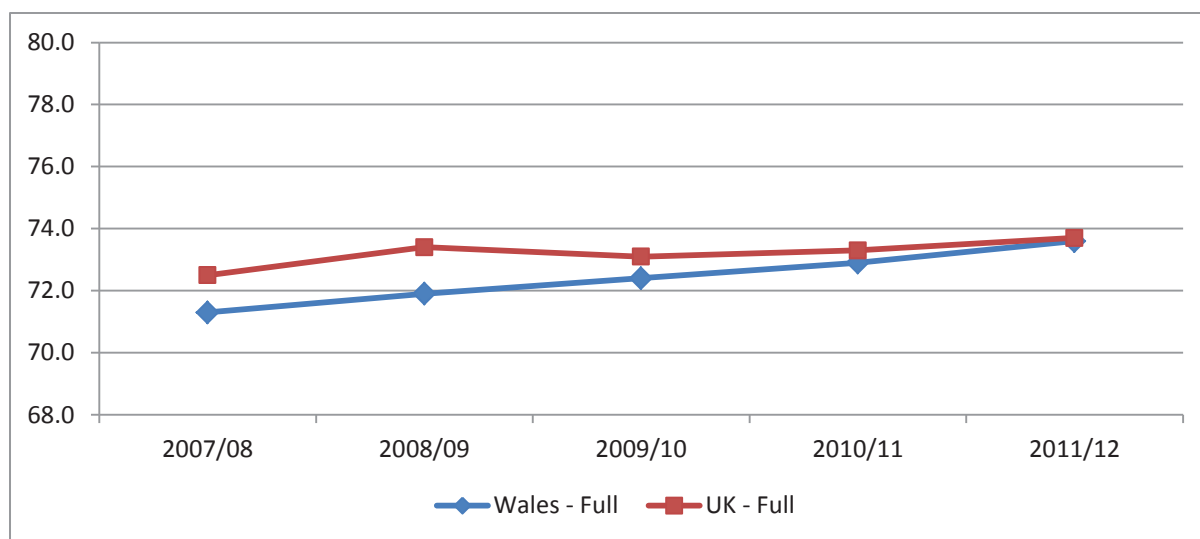
Standards of attainment at key stage 3

- 17 Although schools are required to assess the level that pupils achieve in religious education at the end of key stage 3, the data is not included in the Welsh Government core data sets that cover the National Curriculum subjects and is not published nationally in any other way. Due to the lack of published data for all schools, it is not possible to compare attainment rates in religious education at key stage 3 with those in other subjects. It is not possible to compare the attainment of boys and girls either.

Standards of attainment at key stage 4

- 18 Over the last five years there has been a steady improvement in standards in the full GCSE course in religious studies in Wales. In 2012, the percentage of pupils attaining grades A* to C standards in Wales was similar to that in the UK as a whole, although the percentage of pupils who attained grade A* was significantly higher in Wales.

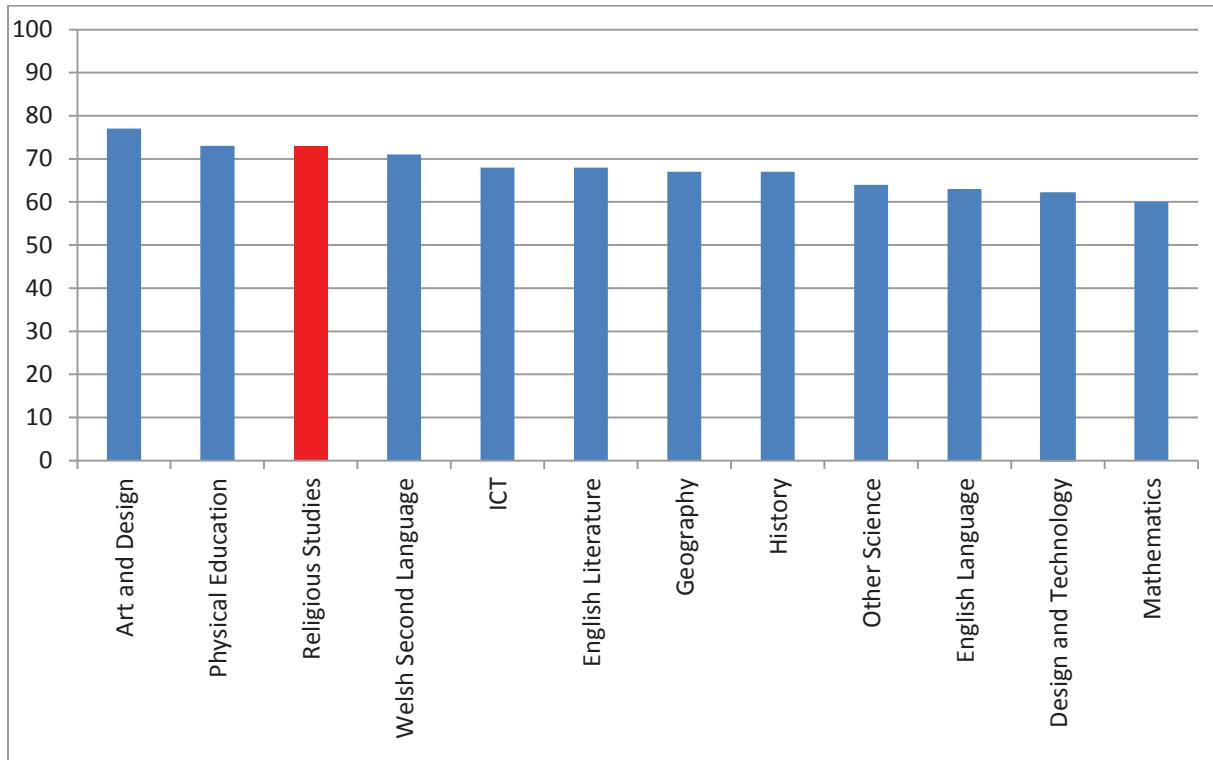
The percentage of pupils entering the full GCSE course in religious studies who attain a grade A*-C in Wales and the UK between 2007/08 and 2011/12



Source: Joint Council for Qualifications 2008-2012

- 19 A significantly higher percentage of girls than boys attained grades A* to C in the full GCSE course in religious studies in recent years, and nearly twice as many girls as boys attained grade A* in 2012. The gap between girls' and boys' performance was smaller in Wales than for the UK as a whole until 2012.
- 20 The percentage of pupils attaining grades A* to C in the full GCSE course in religious studies in Wales is well above the average across all subjects, particularly amongst the other most popular subjects.

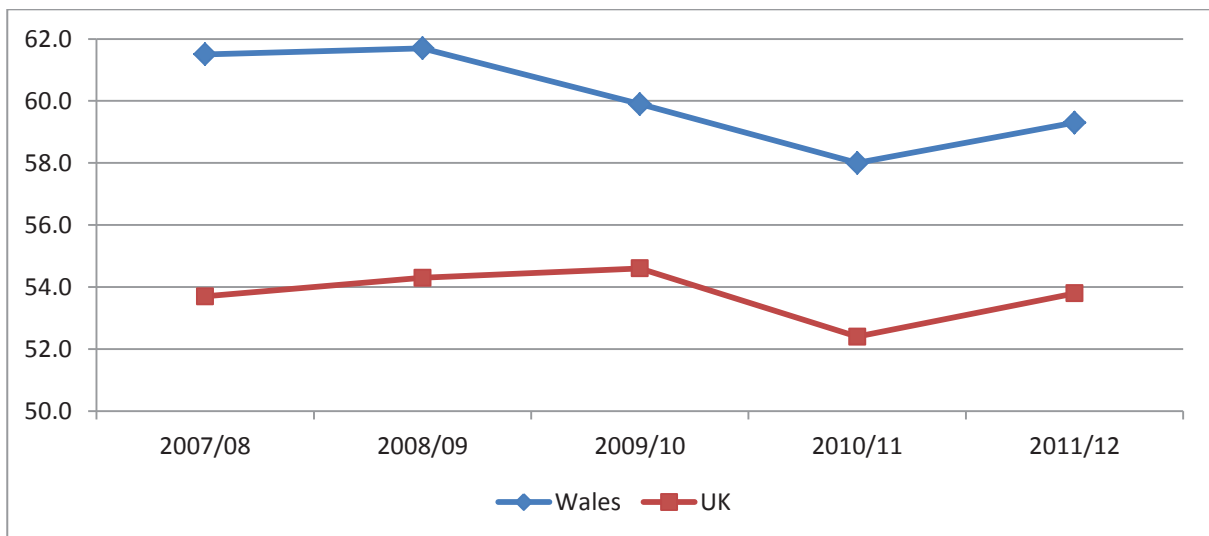
The percentage of pupils in Wales attaining grades A* to C in the most popular subjects at GCSE in 2011



Source: Welsh Government 2012

- 21 The percentage of pupils in Wales attaining grades A* to C in the short GCSE course in religious studies has fallen over the last five years, although standards recovered slightly in 2012. Standards have been consistently better in Wales than in the UK as a whole in recent years. The percentage of pupils who attained grade A* in 2012 was higher in Wales than in the UK as a whole.

The percentage of pupils entering the short GCSE course in religious studies who attain a grade A*-C in Wales and the UK between 2007/08 and 2011/12



Source: Joint Council for Qualifications GCSE results 2008-2012

- 22 A significantly higher percentage of girls attained grades A* to C than boys in the short GCSE course in religious studies in recent years. In 2012, around two-thirds of girls attained grades A* to C compared to around half of boys, resulting in a wider gap between girls and boys in Wales than in the UK as a whole. The gap between girls and boys is wider for the short course than it is for the full course. The gap is even more marked for those who attain the highest grade in Wales. In 2012, more than twice as many girls as boys attained grade A*.
- 23 Standards in the short GCSE course in religious studies cannot be meaningfully compared to standards in other short course subjects due to the large differences in the number of entries in subject areas.
- 24 A few schools enter the lowest ability pupils for a qualification below GCSE level, such as the Entry Level Certificate in Religious Studies. The proportion of pupils achieving the highest grade in this Certificate, Entry 3 (formerly 'Distinction'), has fallen every year for the last four years. This may reflect a changing ability-range in the pupils entering: the number of entries has almost halved during this period as more are entered for the short GCSE course.

Standards of achievement

- 25 In the schools visited for this survey, lesson observations and scrutiny of pupils' work show that standards are good in a majority of schools at key stage 3. Standards are not excellent in any of the lessons observed. Standards are unsatisfactory in a few schools where pupils do not make enough progress in individual lessons or through the key stage as a whole. This is usually due to weaker teaching, which is mainly to be found in lessons taught by non-specialist teachers. More able and talented pupils are the most likely group to underachieve and this is usually because the tasks set by teachers do not challenge them or require them to demonstrate and develop the skill and understanding required for level 7 or above.
- 26 Most pupils following the full course at key stage 4 make good or very good progress. In schools where the full course is taught in the same amount of time as is usually given to the short course, pupils are conscious of the pressure of time and work particularly hard to complete the course and achieve a good grade. The majority of these pupils readily take up opportunities to continue their learning during lunch periods or in after-school department clubs to make up for the lack of lesson time.
- 27 Many pupils studying the short GCSE course in religious studies at key stage 4 make good progress.
- 28 In religious education lessons where pupils are not following an examination course at key stage 4, standards are poor even when pupils are able. In most schools visited, standards in these lessons are rarely better than adequate as pupils do not work hard, and are rarely expected to work hard by teachers.
- 29 Standards are higher for girls than for boys in religious education and religious studies. There is no apparent reason for this other than that it mirrors a similar gap in standards of literacy between girls and boys, and the gap between them in standards of extended writing in particular.

- 30 In most schools visited, many pupils can recall and explain the religious beliefs, teachings and practices that they have learnt. At a level in line with their age and ability, these pupils can explain what impact the beliefs, teachings and practices have on people's lives and make comparisons with their own lives.
- 31 Many pupils can express and justify opinions well orally on religious and moral issues, and the majority of pupils can do so in writing too. They use a good range of religious terminology appropriately.
- 32 Many pupils develop their thinking skills well in religious education and religious studies lessons. They ask questions to clarify meaning and understanding and can apply their understanding well to new learning. Most pupils seek information appropriately to pose and solve problems. A few pupils are very analytical and perceptive when reflecting on learning experiences.
- 33 Pupils' personal and social development through religious education is good in most schools. In particular, pupils develop a greater appreciation of, and sensitivity to, global cultural and religious diversity. However, pupils' understanding of the variety and extent of faith groups in their own community and in Wales as a whole is often less well developed.
- 34 In most schools visited, the majority of pupils are competent independent learners in religious education and religious studies lessons. They also work cooperatively and conscientiously in paired and group activities. However, where pupils are not following a GCSE course in their religious education lessons, standards are generally lower. GCSE courses in religious studies have gained in popularity over recent years.

Participation and engagement in learning

- 35 More pupils gain a qualification in religious studies than in any other non-core subject in Wales. In 2011, over 28,000 pupils gained either a full-course or short-course GCSE in religious studies out of around 36,000 pupils who entered GCSEs that year.
- 36 The number of entries for the full GCSE course in religious studies has risen by a third in Wales over the last five years. In 2012, over a quarter of all Year 11 pupils in Wales were entered for the full course and, of the non-core subjects, only history had more entries than religious studies. By contrast, in 2008, art, design and technology, French, geography, history and ICT all had more entries than religious studies.
- 37 As well as indicating the popularity of the subject, this rise in entries is also due to an increase in the number of schools that enter a significant proportion of pupils for the full course, even when pupils have not chosen it as an option. These pupils usually complete the course in the time allocated for statutory religious education, which is normally less than half of the time usually allocated to a full, non-core GCSE subject.
- 38 Apart from an unusually high number of entries in 2009, the number of pupils entered for the short GCSE course in religious studies has risen steadily over the last five years. In 2012, just over half of all Year 11 pupils in Wales entered for the short course.

- 39 More girls than boys take a GCSE in religious studies and this is particularly so for the full course. The difference in the proportion of entries of girls and boys for both courses is greater in Wales than for the United Kingdom as a whole.
- 40 The Entry Level Certificate is being used appropriately in schools visited for this survey and enables those very few pupils who are unlikely to attain at least a grade G at GCSE to gain a qualification. The number of pupils entered for this qualification has declined significantly in recent years, with just over 250 pupils entered in 2012. Every year, around twice as many boys as girls are entered.
- 41 Almost all pupils in the lessons observed showed respect for the opinions and beliefs of others. Many pupils value what they learn in religious education and understand how it contributes to their personal and social development. In particular, pupils enjoy exploring fundamental questions and learning about why people live their lives in different ways. They enjoy discussing their views on a variety of issues relating to religion and ethics and take part enthusiastically in lessons.
- 42 In lessons at key stage 3, levels of engagement and standards of behaviour are usually good or excellent, particularly in schools where the subject has a good reputation and where most pupils go on to achieve a qualification in religious studies at key stage 4. Schools that have lower levels of engagement and standards of behaviour at key stage 3 are usually those where only a very few pupils go on to achieve a qualification in religious studies at key stage 4.
- 43 In lessons at key stage 4 where pupils are following the full course at key stage 4, pupils' behaviour is usually good or excellent. In lessons where pupils are studying the short course, a few pupils do not engage well in the work and cause low level disruption to other pupils. In lessons where pupils are not following an examination course, a minority of pupils misbehave. This suggests that they do not value the lessons and this may be because they do not lead to a qualification.
- 44 While a minority of pupils believe that achieving a qualification in religious studies is valuable in helping them towards a particular career, most pupils appreciate that the subject has a wider value for their personal and social development which will be of benefit whatever their career.
- 45 The number of pupils progressing to study AS and A level religious studies has risen considerably over the last five years, and at a faster rate than the rise in the full GCSE course entries. In 2008, 12 subjects had significantly more A level entries than religious studies in Wales, whereas in 2012 only six subjects had significantly more entries. Religious studies is much more popular in Wales at A level than in the UK as a whole.
- 46 Three times as many girls enter A-level religious studies than boys in Wales, compared to twice as many in the UK as a whole. It is not clear why girls are much more likely to progress to A level than boys in religious studies. By comparison, in history, for example, the percentage of entries from boys at A level is similar to those at GCSE.

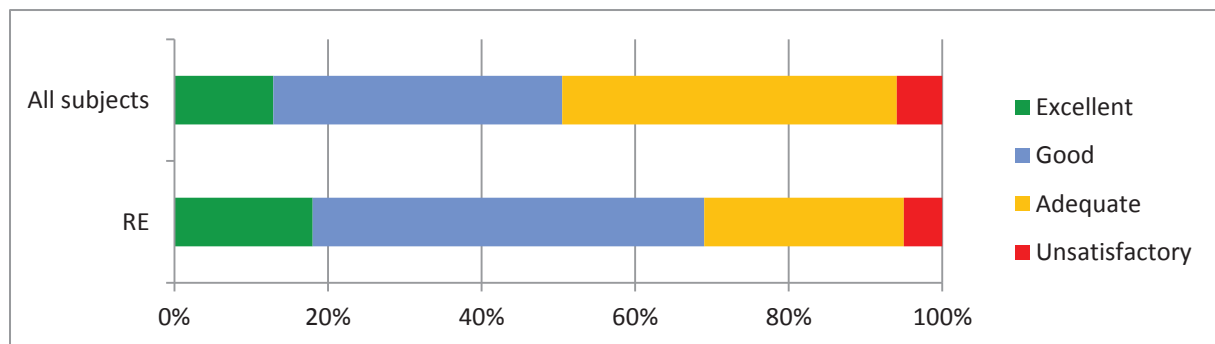
Factors affecting outcomes in religious education

- 47 There are many aspects of a school's work that influence the standards pupils achieve, most importantly the quality of teaching. This section evaluates the impact of teaching, assessment, curriculum arrangements, resources and aspects of leadership on pupils' standards in religious education, as well as factors outside school.

Teaching and assessment

- 48 Teaching and assessment were good or better in just over two-thirds of the lessons observed for this survey. There was no significant difference between the quality of teaching and assessment at key stage 3 and at key stage 4. Teaching was excellent in nearly one fifth of lessons and unsatisfactory in a very few lessons. These findings suggest that teaching in religious education is significantly better than average for teaching across all subjects in secondary schools inspected since 2010.

Judgements for teaching and assessment in religious education (RE) compared to judgements for teaching and assessment across all subjects in secondary schools



Source: Estyn inspection outcome database and school visits for this survey

- 49 The most effective teaching at key stage 3 is that which is in line with the guidance set out in the Welsh Government document on religious education: 'Guidance for Key Stages 2 and 3: Key messages for planning learning and teaching'³.
- 50 In many schools, at both key stages, religious education teachers:
- have a good subject knowledge;
 - teach enthusiastically;
 - use a range of teaching strategies effectively to support learning, particularly through discussion in pairs and groups;
 - use artefacts and audio-visual resources well;
 - prepare pupils very well for GCSE examination questions;
 - promote pupils' thinking skills well; and
 - promote literacy well, particularly oracy and writing skills.

³ <http://wales.gov.uk/docs/dcells/publications/110510rekeyen.pdf>

Using collaborative group work effectively to strengthen learning

A secondary school used 'delegation groups' as an effective tool for learning about Bible teaching on the subject of suffering. Pupils were organised into five small 'home' groups. One 'delegate' from each 'home' group then joined together to explore and make notes on a Bible passage in a 'research group'. Four similar 'research groups' had different passages. The 'delegates' then returned to their 'home' group, where they all briefed each other on the passage they'd explored and made notes about the other passages too. Each 'home' group then worked together to draw conclusions from what they had learnt from all the passages and debate their views. Pupils used their learning as a basis for extended writing on what the Bible teaches about suffering. The teacher moved around the various groups throughout the lesson to encourage, challenge and support pupils as necessary. The task kept every pupil fully involved by giving them responsibility for their learning. The lesson resulted in a very high standard of written work, which showed pupils' excellent understanding and their ability to express and justify their opinions on the subject.

- 51 The majority of teachers focus appropriately on developing pupils' three core skills of:
- engaging with fundamental questions;
 - exploring religious beliefs, teachings and practices; and
 - expressing personal responses.
- 52 In a majority of schools, teachers often set learning in the context of local, national and international events and news stories, which improves pupils' engagement in learning, increases their understanding and supports the development of their skills.
- 53 In a minority of schools, teachers enhance learning experiences by inviting external visitors to the classroom, such as local religious leaders or charity workers, or by taking pupils on learning visits locally or further afield. Such learning experiences support the development of pupils' thinking skills. For example, they provide valuable opportunities to challenge prejudices, explore personal feelings and beliefs, and develop empathy. These opportunities often help pupils to improve their extended writing.
- 54 Many schools use non-specialist teachers to varying extents to teach religious education in key stage 3 and key stage 4, although they are very rarely used to teach full course GCSE. Non-specialist teachers do not have a negative impact on standards in the majority of schools. In a minority of schools, the use of non-specialist teachers results in standards that are only adequate or, in a few schools, unsatisfactory. This is because these teachers are either generally less effective, they have a weak understanding of the subject or they are not being supported or monitored well enough by the subject leader.

Support for non-specialist teachers

A secondary school has two specialist teachers of religious education supported by three non-specialist teachers. The non-specialist teachers teach religious education to 10 classes. The department's support for the non-specialist teachers creates an

excellent ethos in which all teachers feel valued, which has a positive impact on the pupils. All the materials needed to teach the subject are hosted in the department's area of the school intranet. As far as possible, the non-specialists are timetabled to teach in the religious education rooms in the school. The non-specialists are all given a responsibility within the department to develop their expertise and ensure that they are an active part of the department's improvement plan. For example, one of the non-specialist teachers is a physical education teacher who has expertise in organising external trips, and is given responsibility for co-ordinating visits to places of worship.

- 55 In a minority of lessons, teachers do not stretch or challenge more able and talented pupils enough at key stage 3, particularly in written work. There is a perception among specialist teachers that pupils must produce more complex writing to achieve a level 7 or above at key stage 3 than is required to achieve a grade A* in GCSE and concentrate on preparing pupils to gain full marks in GCSE examination questions, instead, often starting this work in Year 9 rather than supporting them to achieve higher levels at key stage 3.
- 56 Most teachers' use of ICT to support religious education is limited to delivering presentations or showing websites rather than enabling pupils to make full use of ICT. A very few teachers make good use of ICT, for example by supporting pupils to research a variety of information sources on an issue online to stretch their thinking and inform class debate and extended writing.
- 57 In a few schools, Twitter and other online tools effectively teachers use to support pupils in their work and promote the subject, by highlighting relevant news stories and online resources and sending reminders about homework, assessments and examinations. This broadens pupils' thinking, helps them to apply their learning in new contexts, and prepares pupils well for external examinations.
- 58 In the majority of schools, teachers provide good feedback, both oral and written, which enables pupils to understand their progress and how to improve their work. At key stage 4 in particular, this prepares pupils very well for external examinations. Where assessment is good or better, teachers use self-assessment and peer-assessment regularly.
- 59 Just over two-thirds of schools submitted evidence of pupils' work for level 4 to level 7 to the WJEC for central moderation of religious education at key stage 3 in 2012. The Chief Moderator's report for 2012 notes that only a few schools had their understanding of levels fully accepted. Therefore the assessment of levels is likely to be inaccurate in many schools and this affects the usefulness of the data, both at school and national level. However, there is little correlation between the accuracy of levelling at key stage 3 and the accuracy of predicted standards in GCSE at key stage 4. Schools generally have much better understanding of the GCSE requirements.
- 60 In almost all schools, pupils are given, and are aware of, a target level for their work at the end of key stage 3 or a target GCSE grade. However, these targets are not informed enough by the professional judgement of a specialist teacher, as they are

often set outside the department and generated by computer models based on prior attainment. Targets in key stage 3 are more likely to lack challenge than be too challenging, whereas key stage 4 targets generally have an appropriate level of challenge. If pupils do not enter for a formal qualification at key stage 4, they do not have a target for their work in religious education as there is no other national measure for their achievement.

- 61 Almost all the schools visited provide an appropriate report to parents on their child's progress in religious education.

Curriculum planning

- 62 Almost all schools meet the requirements of their local agreed syllabus for religious education. A very few schools do not meet the requirements at key stage 4 because there is not enough lesson time to cover the syllabus or because religious education lessons are used to work towards other qualifications, such as Essential Skills Wales or the Welsh Baccalaureate, and they do not cover the syllabus well enough as a result.
- 63 On average, pupils have one lesson per week (around one hour long) of religious education at key stage 3. In a few schools, religious education is allocated less time at key stage 3 than history or geography, but none of these schools had a rationale for this and it has a negative impact on pupils' attitudes. In a very few schools, religious education is provided within a wider programme of topic-based learning that covers several curriculum areas, such as the humanities. Such a programme can help teachers to focus on developing pupils' skills and, so long as there is enough input from specialist teachers in designing and monitoring the programme, it does not have a negative impact on standards in religious education.
- 64 In one school, there are no religious education lessons in Year 9, but the usual timetable is suspended occasionally and pupils are provided with a programme of religious education on these days instead. This arrangement has a negative impact on progress, standards and the take-up of religious studies at key stage 4 as it is too short to allow development over time.
- 65 The amount of time allocated to full GCSE course in religious studies varies in the schools visited between two hours to five hours a fortnight. Just less than half the schools allocate five hours a fortnight, which is the average amount of time usually allocated to a non-core subject for single award GCSE. However, half the schools allocate only two hours a fortnight. Teachers in these schools struggle to cover the course in the time. They often use a restricted range of teaching methods and are too narrowly focused on teaching pupils how to succeed in the examination rather than developing their skills more broadly.
- 66 In some schools that only provide two hours of curriculum time, the percentage of pupils achieving A* to C grades in religious studies is higher than in subjects with five hours of time such as history or English. This is because these schools take measures to compensate for the lack of time, in particular by starting the GCSE course in Year 9 and providing additional lessons or drop-in sessions at lunchtimes and after school. While this helps pupils achieve good standards, it results in an unfair workload for some teachers and pupils.

- 67 The amount of time allocated to the short GCSE course in religious studies varies in the schools visited from one hour a fortnight to over two hours, although the vast majority of schools allocate two hours a fortnight. One hour in a fortnight is not enough time to cover the course fully and enable pupils to make the progress they should be making.
- 68 Around half the schools in Wales enter most of their pupils for the short GCSE qualification in religious studies even when they have not opted for the subject because it gives them the opportunity to gain another qualification in an area where they are required by law to continue their learning at key stage 4. Schools are increasingly covering the full course during the same time allocation (i.e. the religious education time allocation) with pupils that they feel are capable of attaining grade C or above.
- 69 A very few schools do not offer pupils the opportunity to take religious studies at GCSE level at key stage 4. When this happens, it is usually because the number of pupils choosing the subject is not enough to make a viable group. In such instances it is often the case that options for collaborative delivery with other schools have not been explored.

Collaborative approach to religious studies at key stage 4

A secondary school had not been able to provide the full GCSE course in religious studies in recent years because not enough pupils choose the subject to make it viable. The school addressed this by working in collaboration with five other secondary schools to provide the course from one site for all pupils in the consortium. The pupils can progress post-16 as the consortium offers A-level religious studies too. The collaborative arrangement has also benefited staff in the schools in the consortium, as they share responsibility for teaching the collaborative courses.

- 70 Schools have various arrangements to provide statutory religious education for pupils who do not follow either GCSE course at key stage 4. The amount of time allocated to religious education is either one or two lessons per fortnight in the schools visited for this survey. One school visited has no regular lessons, but instead suspends the usual timetable for occasional days through the year and provides a programme of religious education for the day instead. However, providing religious education solely through one-off days does not support the development of skills effectively.
- 71 Many schools plan appropriately their coverage of Christianity and the other principal religions, although a few schools restrict their coverage too much and spend too long studying one religion.
- 72 In almost all schools, religious education makes a strong contribution towards pupils' spiritual, moral, social and cultural development. This is not the case in schools where standards are unsatisfactory or the subject is not given enough time.
- 73 Schemes of work are often not explicit enough about the development of pupils' core skills in engaging with fundamental questions, exploring religious beliefs, teaching and practices and expressing personal responses. As a result, in a few lessons observed, weaker teachers focus too much on knowledge, such as the content of a story in a sacred text or facts about a religious festival, rather than using these as contexts to develop pupils' skills.

- 74 Many schools do not plan well enough to incorporate the Welsh dimension within religious education. In the few schools where the Welsh dimension is well developed, local religious leaders and charity workers contribute to lessons and pupils visit places of worship, museums and exhibitions. These schools ensure that the Welsh context is included in plans, for example by covering aspects of Wales' Christian heritage and its present multi-faith composition.
- 75 Almost all schools incorporate education for sustainable development and global citizenship well within religious education. For example, pupils develop their attitudes and understanding about issues such as prejudice, poverty and slavery through learning about the lives of people who, inspired by their faith, tackled these issues.
- 76 In a minority of schools, religious education plans incorporate aspects of the requirements for Essential Skills Wales qualifications or the Welsh Baccalaureate well. However in these instances, a few schools do not cover the religious education syllabus well enough because they place too much emphasis on the requirements for these other qualifications.
- 77 Pupils are far more likely to progress to AS and A-level religious studies if there is a sixth form at their school. Of the schools that Estyn visited for this survey that do not have sixth forms, none has strong links with further education providers to support pupils' progression in religious studies.

Leadership, management and improving quality

- 78 In the majority of secondary schools, the religious education department is led well. Effective subject leaders in these schools set high expectations within the department, monitor other religious education teachers closely, provide appropriate support and challenge, delegate aspects of leadership and management to colleagues, and encourage a collegiate approach.
- 79 Self-evaluation is good or better in only a minority of religious education departments. The paucity of national data on religious education and religious studies especially at key stage 3 does make it difficult for schools to compare standards with those in other schools. Only a few departments analyse examination data thoroughly in order to plan for improvement. In the very few schools where self-evaluation is excellent, teachers compare the results of every pupil entered for religious studies with their results in other subjects, as well as taking into account their prior attainment and relevant context such as any additional learning needs and whether or not they are entitled to free school meals. Where there is more than one GCSE class, and particularly where there is more than one teacher who teaches GCSE, the best subject leaders analyse the performance of each class. These subject leaders use their self-evaluation very effectively to inform improvement plans.
- 80 Subject leaders who are the only specialist religious education teacher in the school often do not have enough time to carry out their leadership role effectively due to their teaching commitments. This is usually the case where a school makes significant use of non-specialists, has a high proportion of pupils entered for GCSEs, does not give enough time to deliver the full GCSE course, or does not provide support for data analysis, all of which require time from the subject leader to address.

- 81 Almost all schools meet the statutory requirement to include within their prospectus a summary of the religious education provided at the school. They also provide details of how a parent, or sixth-form pupil, can exercise the right to opt out of religious education and of any alternative provision made for such pupils. In a few of the schools visited for this survey, a very few pupils are withdrawn from religious education by their parents. Almost all these pupils are withdrawn because of their parents' religious beliefs. In all cases where pupils are withdrawn, schools have satisfactory alternative arrangements in place.
- 82 The lack of opportunities for professional development and learning networks means that good practice is not shared enough and issues such as strategies to raise boys' attainment, the accuracy of assessing levels of performance at key stage 3 and planning for the development of skills are not addressed effectively.
- 83 In a few schools, subject leaders and specialist teachers arrange to meet informally with colleagues from other schools in their area to exchange ideas and work together on issues of common interest. Occasionally these meetings are formalised as part of joint INSET days across a group of schools and they are more effective when this is the case as they focus on good practice and are linked directly to improvement planning within schools.
- 84 Most religious education teachers do not have enough professional development opportunities that are specific to their subject and non-specialists rarely have any professional development in religious education. Only a very few of the schools visited had received external support for religious education from their local authority or SACRE in the last three years. A very few teachers attend, and benefit from, religious education courses provided by private companies.

Appendix 1: Evidence Base

This report draws on visits to 20 secondary schools. This sample takes account of a range of geographical location, socio-economic background, size of school and linguistic contexts. In these visits, inspectors:

- observed lessons at key stages 3 and 4;
- scrutinised samples of pupils' work and department documentation;
- met groups of pupils; and
- met teachers and senior managers.

Additional evidence was drawn from:

- GCSE religious studies examination data;
- the Chief Moderator's report on religious education at key stage 3; and
- discussion with a representative group from the Welsh Association of SACREs (Standing Advisory Councils on Religious Education).

The following schools were visited for this survey:

- Brynteg School, Bridgend
- Caerleon Comprehensive School, Newport
- Cathays High School, Cardiff
- Chepstow Comprehensive School, Monmouthshire
- Coedcae Comprehensive School, Carmarthenshire
- Coleg Cymunedol Y Dderwen, Bridgend
- Glan Afan Comprehensive School, Neath Port Talbot
- Gowerton School, Swansea
- Hawthorn High School, Rhondda Cynon Taff
- Llangatwg Community School, Neath Port Talbot
- Newport High School, Newport
- Rumney High School, Cardiff
- St David's High, Flintshire
- St Martin's Comprehensive School, Caerphilly
- Welshpool High, Powys
- Ysgol Dinas Bran, Denbighshire
- Ysgol Dyffryn Conwy, Conwy
- Ysgol Gyfun Gymraeg Bryn Tawe, Swansea
- Ysgol Gyfun Gymraeg Plasmawr, Cardiff
- Ysgol Gyfun Ystalyfera, Neath Port Talbot

The remit author and survey team

Mark Champion HMI	Remit author
Denise Wade HMI	Team member
Mary Parry AI	Team member

<p>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</p>		
Date of Meeting:		11 th October 2013
Agenda Item:	10	WASACRE
<p style="text-align: center;"><u><i>Background to the Report:</i></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 style="text-align: center;"><u><i>Purpose of the Report:</i></u></p> <p>For members to be informed as to the focus and main outcomes of the previous meeting.</p>		
<p style="text-align: center;"><u><i>Recommendations:</i></u></p> <ul style="list-style-type: none"> ▪ To receive the minutes of the previous meeting. ▪ To agree attendance to the next WASACRE (Neath Port Talbot) ▪ To consider nominations for the Executive Committee 		

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**Cyfarfod Cymdeithas CYSAGau Cymru, Gwynedd
(Siambr Dafydd Orwig, Caernarfon), 19 Mehefin 2013
(10.30am – 3pm)**

*Wales Association of SACREs meeting, Gwynedd (Dafydd
Orwig Chamber, Caernarfon), 19 June 2013 (10.30am –
3pm)*

<p>Ynys Môn / Anglesey Bethan James</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans Carys Pritchard</p> <p>Caerffili/ Caerphilly</p> <p>Caerdydd / Cardiff Carys Pritchard</p> <p>Sir Gaerfyrddin / Carmarthenshire Aled Jones Mary Parry</p> <p>Ceredigion Cyng. Lyndon Lloyd</p> <p>Conwy Phil Lord N.C. Richter</p>	<p>Sir Ddinbych / Denbighshire Phil Lord Martin Evans-Jones</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd Bethan James Deian Evans WMMeredeth Ken Robinson</p> <p>Merthyr Tudful / Merthyr Tydfil Cllr Ernie Galsworth Carys Pritchard</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson</p>	<p>Rhondda Cynon Taf Carys Pritchard</p> <p>Abertawe / Swansea</p> <p>Torfaen Helen Bevan</p> <p>Bro Morgannwg / Vale of Glamorgan Carys Pritchard</p> <p>Wrecsam / Wrexham Libby Jones Tania ap Siôn</p> <p>Sylwedyddion / Observers Ben Wigley REMW</p>
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Minutes

1. Cyflwyniad a chroeso / *Introduction and welcome*. Chair Edward Evans welcomed members to the meeting and welcomed Mr Selwyn Griffiths, past chair of Gwynedd County Council and current Chair of Gwynedd SACRE.

Mr Selwyn Griffiths thanked the Chair and welcomed members to Gwynedd, which he described as one of the most beautiful area of Wales. Mr Griffiths emphasised the commitment of Gwynedd County Council to conducting all business through the medium of Welsh. He also acknowledged the many different cultures around the area. A former teacher and now a councillor, Mr Griffiths thanked Bethan James for her hard work and commitment to Gwynedd SACRE as a Local Authority advisor and wished her well in her new role as a Systems Leader for GwE.

Director of Education for Gwynedd, Mr Dewi R Jones addressed members, reiterating the welcome of Councillor Griffiths. Mr Jones spoke of the change in attitudes to Religious Education referring back to when RE was often described as one of the ‘Cinderella subjects’, which had to fight for her place within the fields of Maths, science and languages, for example. He congratulated teachers, SACREs and WASACRE for their hard work, vision and commitment to the subject, adding that due to their enthusiasm, their ability to inspire children and their support for RE, this description has now disappeared.

Mr Jones referred to two publications in his address. The first was by Dr Barry Morgan of Bangor University (2013) “Thinking about how we will develop RE in the future” and the second was the Robert Hill report published by Welsh Government (18 June 2013). In summary, Mr Jones said that RE is much more than just information and emphasised the importance of Religious Education and the wealth of experiences pupils can have in a school, either in the classroom or the whole school, for example, pupils having time to reflect and think and consider other people’s viewpoints. Mr Jones said that through Religious Education and collective worship we are allowing pupils to do this. He went on to say that teachers of RE are, and should continue to be, creative in their planning, and the way that they inspire children is a core part of that planning. Quoting from the Hill report, Mr Jones said, “behind all the changes the most important thing is the learning and experiences and the standard of the teaching. I think what happens in the classroom lasts forever and has to be done properly to have any influence on standards.”

Mr Jones ended his address by thanking WASACRE and urged the continuation of the Association’s commitment to Religious Education and Collective Worship in Wales.

Members were then given a presentation by year 8 pupils from Ysgol Syr Hugh Owen, Caernarfon. The pupils shared what they had been doing in RE that term. They began by explaining the topic, which was ‘Fundamental questions about Islam’. Initially pupils had worked on a variety of tasks about the Five Pillars of Islam, including Muslim pilgrimage and Ramadan. They had worked in groups in class to create different ways of learning about Ramadan and gave a demonstration of some of these, which included a word association game and a rap that they performed. Pupils also linked their unit of work to the skills they had developed during their learning.

Chair Edward Evans thanked the pupils and linked their work with the current situation in Britain.

2. Adfyfyrion tawel / *Quiet reflection*. The Chair shared an excerpt from his favourite book 'Wind in the Willows' and asked members to consider their own responses to the reflection.
3. Ymddiheuriadau / *Apologies*. Meinir Loader and Helen Gibbon. Leslie Francis, Brian Rogers and Dafydd Treharne and Rameez Delpack, Gavin Craigen, Rheinallt Thomas, Vicky Thomas, Cllr Arwel Roberts, Christine Abbas, Sue Cave, Huw Edwards, Huw George, Jenny Garrard.
4. Cofnodion y cyfarfod a gynhaliwyd yng Nghasnewydd, 22 Mawrth 2013 / *Minutes of meeting held in Newport, 22 March 2013*. The minutes were accepted as a true record of the meeting.
5. Cyflwyniad NAPfRE:
NAPfRE presentation: Phil Lord REQM

Phil Lord updated members on the development of the RE Quality Mark for a specifically Welsh context. Using a PowerPoint presentation, he summarised the themes of the RE Quality Mark. He emphasised that the RE Council for England and Wales, the Culham and St Gabriel's Trust, and the National Society are all supportive in the development of the Quality Mark. PL felt that it was important that the RE Quality Mark should also be available to schools in Wales and has been working with Mary Myatt to place it within a Welsh context and format. There has been a pilot in which four schools took part. REQM has been set up to: 1. Raise the profile of RE in schools. 2. Celebrate a commitment to excellence in RE. 3. Enable dissemination for measuring, planning and developing the quality of RE teaching and learning. 4. Encourage schools to increase the range and quality of teaching and learning in RE to improve standards. 5. Provide a structure and framework for dioceses and SACREs to map high quality RE.

PL summarised the main messages in relation to the REQM:

- It is a good starting point for schools and RE departments, which can use it as a tool for professional development for themselves or other departments in school.
- It helps to identify good schools and the sharing of good practice across schools.

PL had worked with Tania ap Sion and the WASACRE Executive in amending the English criteria for the REQM for a Welsh context. Teachers from the schools that had piloted the REQM also provided members with detailed and positive feedback in relation to their experiences.

PL asked WASACRE members if they would consider the Association funding the translation of documents (approx. £500.00) and publicising the quality mark through the 22 SACREs. The Chair commented on the importance of the translation of the documents and Treasurer John Mitson confirmed that WASACRE was in a position to fund this. Members agreed that funding for translation should be provided. PL said that he would be presenting to the AREAC conference on 1 July 2013 and Mary Myatt will be delivering training on 7 October 2013 for Assessors in Wales. It is important to have trained

assessors in Wales who are familiar with the Welsh context and also to have Welsh-medium assessors.

The Chair confirmed with PL that it had been piloted in North Wales and the cost for applying for the REQM assessment would be £450.00 per school. PL also confirmed that the award lasts for 3 years and schools would need to re-apply after that period, hopefully for a higher award.

Carys Pritchard (Systems Leader for South Central Consortia) thanked PL and the schools for sharing their experiences. It was clear that the schools had benefited from this and that it was not perceived as an extra burden. She said that it was important to emphasise that schools would appreciate the benefit of help with Self Evaluation and Welsh-medium documents would be welcomed. CP also pointed out the need for the Welsh quality mark to be clearly labelled on the website for Welsh schools. Gill Vaisey asked about schools who could not afford to pay for the process, and in response PL confirmed that all the documents would be free on the REQM website for schools to assess themselves without having to pay to go through the process formally with an assessor. However, if they did want to be awarded the quality mark, payment would be needed.

A Ceredigion member suggested that local SACREs could draw the schools' attention to the REQM and promote it. The link to be shared with individual schools is www.reqm.org. Bethan James suggested that this could be a good format for SACREs to use themselves when monitoring RE and perhaps SACREs should be discussing this at their local meetings. The Chair thanked Phil Lord and the teachers involved in the Pilot for their presentation and hard work.

5. Gohebiaeth /Correspondence. Libby Jones read out the response from Leighton Andrews regarding the current Curriculum Review in Wales. The consultation for the Review will be out some time in September 2013 and it was agreed that the WASACRE Executive Committee will respond to the consultation on behalf of WASACRE due to the time constraints of the next main meeting being moved to the same day as the conference.

7. Diweddariadau/Up-dates:

Adolygiad Thematig Estyn/ Estyn Thematic Review.

An update was provided by Mary Parry. The report was published on the previous day (18.6.13) and is available on the Estyn website. Three inspectors looked at statutory Religious Education in key stages 3 and 4 in 22 schools across Wales. This consisted of one day in each school. One lesson in KS3 (year 9) and one lesson in KS4 (year 10) were observed. Inspectors looked at documentation, schemes of work, planning, and talked to Heads of Department and 10 pupils from KS3 and 10 pupils from KS4 with a questionnaire. One of the headlines of this report is that RE is a more popular subject than any subject that is not a core subject. This is encouraging and highlights the positive attitude of the pupils towards Religious Education. One of the main messages was that pupils saw the value of the subject in their lives and that they felt that RE would help them. Mark Campion will be speaking about the report in more detail at the conference.

There were six recommendations for schools and two for the Welsh Government. For schools, these related to:

- Boys' achievement

- Offering an examination qualification for core RE to raise standards
- Teacher assessment at KS3
- More challenging tasks for pupils to achieve higher levels
- Curriculum, staffing and timetabling arrangements to enable pupils to make progress from KS3 to KS4
- Strengthening Self Evaluation

For Welsh Government, these related to:

- Opportunities for CPD
- Publishing data for RE

Some points raised by members were: Is raising boys' achievement an RE only issue? There are strong links between RE and Literacy and therefore it may be a subject more popular with girls. More could be done to improve standards with boys. The syllabus content may be key to raising boys' interest and achievement in RE.

It was encouraging to see the report in the Western Mail relating to the Estyn Thematic Review. The status of RE has increased on the whole. In terms of responding appropriately to particular aspects of the Estyn Review, research is needed to understand properly some of the results.

It was agreed that WASACRE would circulate the Estyn Thematic Review report to SACREs so that they have a copy and can also circulate the report to schools. A copy would also be placed on the WASACRE website.

Adolygiad gan Lywodraeth Cymru o adroddiadau blynyddol CYSAG/Welsh Government review of SACRE annual report.

An update was provided by Tania ap Sion. The process relating to the Welsh Government Review of SACRE reports has been discussed in many Executive meetings over the past few years. The current review document covers 3 three years of annual reports. It is a requirement that SACREs submit their annual reports to Welsh Government and it is these submitted documents that inform the content of the review. The review document has been shared in draft format with the Executive and advisors, who have provided useful feedback to Welsh Government. We do not know as yet when it will be published officially.

The draft review document reflects a very positive and helpful view of SACREs in Wales and their areas of work. It highlights an awareness of the significant contribution of SACREs to Religious Education and Collective Worship. There has been recognition of the changing situation in Wales and how this will affect SACREs. The main recommendations to SACREs are to continue to do what they are doing in order to raise standards and to support schools, monitor schools and provide advice about teaching methods, etc to their Local Authorities, and to have in place an evaluation process. The report also talks about the importance of ensuring that Collective Worship takes place according to legal requirements. There is emphasis on SACREs supporting Local Authorities with the Self Evaluation process. There are a number of connections between this review and the Estyn Thematic Review, for example, boys' achievement strategies and the use of examination results and the purposeful use of data. Finally, SACREs should report on the effectiveness of the advice and support given in relation to Collective Worship. It was agreed that this is an important document despite the age of the information within it. There is a great deal in the report that SACREs

can usefully discuss. As soon as the document is published, WASACRE will make it available to SACREs so that they can respond to it.

CYSAGau Gynhadledd/WASACRE Conference

The forthcoming WASACRE Conference was noted, taking place on 10 October 2013.

8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 16 Mai 2013 /
Report from the Executive Committee held on 16 May 2013

Members received the summary of the Executive meeting with their papers.

9. U.F.A. / *A.O.B.*

There was no other business.

10. Dyddiad y cyfarfod nesaf / *Date for next meeting.* The next WASACRE meeting will now take place on the day of the WASACRE Conference on Thursday, 10 October 2013 (The Conference will finish at 3.30pm and a short WASACRE meeting will take place from 3.45-4.45pm). Papers for the meeting will be circulated to members by their local SACRE.

draft

WASACRE Annual General Meeting minutes, 19 June 2013

1. Cofnodion Cyfarfod Blynyddol a gynhaliwyd yn Llandudno Junction ar 26 Mehefin 2013
Minutes of the Annual General Meeting held in Wrexham, 26 June 2012 .
The minutes were accepted as a true record of the meeting.
2. Materion yn Codi /
Matters Arising.
There were no matters arising.
3. Adroddiad CCYSAGauC am 2012-2013
WASACRE Report for 2012-2013.
The Chair presented the annual report to members. It was confirmed that the period it covers is Summer 2012, Autumn 2012 and Spring 2013. The report was accepted by members. The report will be circulated to SACREs.
4. Adroddiad y Trysorydd /*Treasurer's Report.*
Treasurer John Mitson presented the report and pointed out that the main source of income for the Association is from subscriptions. To date all subscriptions, apart from one, had been received from the SACREs. Spending is higher this year due to the KS3 training offered by WASACRE in association with the consortia. Also, expenses are higher this year due to translation services and expenses from last year being included in this year's accounts. During the year, expenditure exceeded income by £1469.31. However, at the end of the financial year, three subscriptions had not been received and, if they had been paid at that point, this would have reduced the overspend in year by £1224.00, leaving an overspend in year of £245.31. This compares with an under spend in year in 2011/2012 of £3384.66. The financial year commenced with a balance of £18812.88 and ended with a balance of £17343.57. The finances of WASACRE, therefore, remain in a very healthy condition, although they represent a reduction on the position at the end of 2011/2012 by £1469.31. WASACRE is, therefore, in a strong position to fund its planned activities that support SACREs and schools.

It was recommended that subscriptions for the current financial year should rise by 2.08%, which raises subs to £418.00 per SACRE. This was accepted by members and all members present agreed to maintain the expenses amounts. Phil Lord noted that WASACRE pays for Reflections in RE News but some authorities did not have access as they do not pay for RE News. John Mitson, Treasurer confirmed that SACREs still have copies of Reflections that they can share with those authorities. Tania ap Sion pointed to the Executive minutes with regard to RE News and the meeting that took place between WASACRE, RE News and REMW. A positive initial discussion had taken place and members would be kept abreast of any developments.

John Mitson asked for the accounts to be accepted. Members accepted the accounts and the Chair thanked John Mitson for a clear and succinct report and his work throughout the year.
5. Sylwadau'r Cadeirydd Ymadawol / *Outgoing Chair's comments*
Chair, Edward Evans thanked members for the opportunity and privilege of being Chair. He believes that the one thing that gives stability to people is religion and the more we

can promote understanding of religious diversity the better. Edward said that he is happy that he can be a part of that. The Chair proposed that the Vice Chair, Tania ap Sion move to position of Chair.

6. Ethol Cadeirydd /
Election of Chairman
Vice Chair, Tania ap Sion, took the position of Chair. She thanked Edward Evans for his commitment and work on behalf of WASACRE over the past two years. She emphasized the privilege of being able to serve as Chair to the Association and recognized the challenging times ahead where WASACRE would have an important and creative role to play.
7. Ethol Is-Gadeirydd
Election of Vice-Chair
Gavin Craigen was elected to the position of Vice Chair to the association.
8. Ethol aelodau i'r Pwyllgor Gwaith / *Election of members to the Executive*
The Chair emphasised that it had been very heartening to see so many SACRE members willing to put their names forward to sit on the Executive Committee. It reflects positively on perceptions of WASACRE and its work. The following appointments have been made:
Mark Brown (Executive member, Conwy SACRE)
Mary Parry (Executive member, Carmarthenshire SACRE)

For the third position on the Executive Committee, there was a tie between Cllr Michael Gray (Caerphilly SACRE) and Revd Roy Watson (Blaenau Gwent SACRE). With members' permission WASACRE will ask SACREs to vote again on just those two candidates by email. Libby Jones will arrange this with SACREs. Members agreed to this and Edward Evans proposed that we look at the constitution on this matter for future reference.
9. U.F.A. / *A.O.B.* There was no other business.
10. Dyddiad y cyfarfod nesaf/*Date of next meeting.* Details of the next AGM in June 2014 will be circulated when a decision is made. The Chair thanked Gwynedd County Council and SACRE for hosting the meeting and thanked in particular the following people: Ken Robinson, Selwyn Griffiths, Director of Education for Gwynedd, Bethan James, Translators, and all Members.

Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC

Nominations for the Executive Committee

Mae DAU enwebiadau ar gyfer UN safle ar y Pwyllgor Gwaith.

There are TWO nominations for ONE position on the Executive Committee.

1. Y Cyngorydd D Michael Gray CYSAG Caerphilly

Rwy'n aelod oes o'r Eglwys Fethodistaidd. Ar ôl bod yn athro Ysgol Sul, rwy'n Bregethwr Lleol Trwyddedig yn yr Eglwys Fethodistaidd, yn organydd eglwys, ac yn swyddog eglwys ar lefelau ardal, rhanbarthol a chenedlaethol, yn ogystal â bod yn Gydlynnydd Cymorth Cristnogol Lleol, yn gyn-Ysgrifennydd a chyn-Gadeirydd fy nghanen leol o 'Eglwysi Ynghyd', ac yn aelod cyswllt o CYTUN .

Rwy'n Gynghorydd ar Gyngor Bwrdeistref Sirol Caerffili, ac yn Gadeirydd Pwyllgor CYSAG Cyngor Bwrdeistref Sirol Caerffili, ac rwyf wedi cynrychioli CYSAG CBSC ar GCYSAGauC ers 1996.

Rwy'n gyn-aelod o Bwyllgor Gwaith CCYSAGauC, ac yn gyn-Is-gadeirydd (2008-2009) a chyn-Gadeirydd (2009-2011) CCYSAGauC, ac rwy'n dymuno cynnig i Bwyllgor Gwaith CCYSAGauC fy mhrofiad hir o gefnogi a hybu Addysg Grefyddol mewn ysgolion ledled Cymru.

Councillor D Michael Gray Caerphilly SACRE

I am a lifelong member of the Methodist Church, having been a Sunday school teacher I am an accredited local Preacher of the Methodist Church, church organist, and church officer at local, regional & national level, also area Christian - Aid Coordinator and past Secretary , Chairman of my 'ChurchesTogether' and affiliated to CYTUN .

I am a Caerphilly County Borough Councillor, Chairman of Caerphilly County Borough Council SACRE Committee and represented CCBC SACRE on WASACRE since 1996, up to the present date.

I am a past member of the WASACRE Executive Committee and also past Vice - Chairman (2008 - 2009) and Chairman of WASACRE (2009 - 2011), and wish to offer the WASACRE EXECUTIVE my long experience of supporting and projecting Religious Education throughout the schools of Wales.

2. Parch. Roy Watson CYSAG Blaenau Gwent

Mae'r Parch. Roy Watson yn Weinidog Methodistaidd sy'n gwasanaethu Abertyleri, Blaenau Gwent.

Mae profiad blaenorol a chyfredol y Parch. Watson fel a ganlyn:-

- Pennaeth AG, Ysgol Uwchradd Willows, Y Sblot, Caerdydd, 1976 – 1996
- Aelod o GYSAG De Morgannwg, 1992 – 1996
- Aelod o GYSAG Blaenau Gwent ers 1996
- Cadeirydd Llywodraethwyr Ysgol Gynradd Coed y Garn, Nant-y-glo, ers 1996
- Dyfarnwr Pêl-droed i Gymdeithas Bêl-droed Cymru, 1980 – 2003
- Aelod o Dîm y Gaplaniaeth, 6^{ed} Dosbarth, Coleg Gwent, Glynabw

Rev. Roy Watson Blaenau Gwent SACRE

Rev. Roy Watson is a Methodist Minister covering Abertillery, Blaenau Gwent.

Rev. Watson's previous and current experience is as follows:-

- Head of RE, Willows High School, Splott, Cardiff – 1976 – 1996
- Member of South Glamorgan SACRE 1992 – 1996
- Member of Blaenau Gwent SACRE 1996 – present
- Chair of Governors, Coed y – Garn Primary School, Nantyglo 1996 – present
- Welsh Football Association. Soccer Referee 1980 – 2003
- Part of Chaplaincy Team, 6th Form, Coleg Gwent, Ebbw Vale