

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

Date: 14 October 2014

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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 **10.00 am** on **WEDNESDAY, 22 OCTOBER 2014** in the **COUNCIL CHAMBER, RUSSELL HOUSE, CHURTON ROAD, RHYL.**

Yours sincerely

G Williams  
Head of Legal and Democratic Services

## **AGENDA**

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

#### **SILENT REFLECTION**

##### **1 APOLOGIES**

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

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

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

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

##### **4 MINUTES OF LAST MEETING (Pages 5 - 10)**

To receive and approve the minutes of the Denbighshire SACRE meeting held on 16 June 2014 (copy enclosed) and to consider any matters arising.

**5 SACRE DRAFT ANNUAL REPORT 2013/14** (Pages 11 - 26)

To consider a report by the Systems Leader for GwE (copy enclosed) presenting the draft SACRE Annual Report for approval.

**6 ANALYSIS OF INSPECTION REPORTS** (Pages 27 - 32)

To consider a report by the Systems Leader for GwE (copy enclosed) providing an analysis of recent Estyn Inspection Reports for schools undertaken between March and May 2014.

**7 ESTYN REPORT 'ESDGC PROGRESS IN EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP'** (Pages 33 - 68)

To receive a presentation on Estyn's Report published in July 2014 (copy enclosed) which focused on education for sustainable development and global citizenship.

**8 RE AND LOCAL COMMUNITIES** (Pages 69 - 70)

To receive a verbal update from the Systems Leader for GwE regarding the project to support schools working with their local religious communities.

**9 WASACRE** (Pages 71 - 78)

(a) To receive the minutes of the meeting of the Association held on 2 July 2014 in Powys (copy enclosed)

(b) To agree attendance at the next WASACRE meeting to be held in Pontypool on 26 November 2014

**10 DATE OF NEXT MEETING**

The next meeting will be held at 10.00 a.m. on Friday 13 February 2015 in the Council Chamber, Nant Hall Road, Prestatyn.

**PART 2 - NO ITEMS**

**MEMBERSHIP**

**Councillors Representing Denbighshire County Council**

Bill Tasker  
Dewi Owens  
Margaret McCarroll

Arwel Roberts  
Joe Welch  
Ann Davies

**Representing Religious Denominations**

Mr. Simon Cameron  
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 on Monday, 16 June 2014 at 10.00 am.

### **PRESENT**

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

Councillors Margaret McCarroll, Arwel Roberts, Joe Welch and Ann Davies

#### **Representing Religious Denominations**

Mr. Simon Cameron, Ms Mary Ludenbach and Ms S Harris

#### **Co-opted Members**

Mr G Craigen

### **ALSO PRESENT**

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

### **POINT OF NOTICE**

In the absence of the Chair – Reverend Martin Evans-Jones, the Vice Chair – Councillor Arwel Roberts presided over the meeting.

### **SILENT REFLECTION**

The meeting began with a few minutes silent reflection.

#### **1 APOLOGIES**

Reverend Martin Evans-Jones (Chair), Ms. Ali Ballantyne, Mrs. Cate Harmsworth, Mr. Dominic Oakes and Councillor Dewi Owens.

#### **2 DECLARATIONS OF INTEREST**

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 THE LAST MEETING**

The minutes of the Standing Advisory Council for Religious Education (SACRE) meeting held on 14 February 2014 (previously circulated) were submitted.

**Matters Arising** – Page 7 – Analysis of Inspection Reports, resolution (c) – The Systems Leader for GwE advised that the questionnaire to schools regarding links to churches had been put on hold pending the outcome of the debate on the possibility of creating a resource to encourage closer links between schools and faith groups under agenda item 7. It was hoped that this matter could be progressed jointly with Conwy and Flintshire local authorities.

**RESOLVED** that the minutes of the SACRE meeting held on 14 February 2014 be received and approved as a correct record.

## **5 SPEECH FROM HUW LEWIS TO THE RELIGIOUS EDUCATION COUNCIL (REC)**

The Systems Leader for GwE (SL) submitted the transcript of a speech given to the Religious Education Council (REC) at the Annual Conference in Cardiff on 7 May 2014 by Education Minister Huw Lewis. The Education Minister had sponsored the event and gave the opening speech which provided important insights into the Minister's understanding and regard for Religious Education.

The SL welcomed the speech and the positive comments the Minister had made in respect of Religious Education. The first part of the speech had focused on education policy and then reference had been made to how the Minister saw Religious Education as part of the reform programme. Many of the comments contained in the Estyn report on Religious Education in June 2013 had also been mirrored in the Minister's speech. Specific mention had been made to the importance of RE and the contribution it makes to the school curriculum. The Wales Association of SACREs (WASACRE) would be making use of some of the Minister's comments to support their work and had thanked him for his speech.

Mr. Gavin Craigen had been present during delivery of the speech at the REC confirming it had been a very positive presentation with specific statements made about Religious Education. The Minister had also invited responses to the curriculum review currently taking place in Wales and the REC would be involving WASACRE in that response to ensure it was also appropriate to Wales. Professor Graham Donaldson had been appointed to lead a review which encompassed the Basic Curriculum, which included Religious Education. Professor Donaldson was in the process of meeting the RE community in Wales for specific consultation.

The Advisory Council was pleased to receive and note the speech which recognised the importance of Religious Education and its contribution in schools and society. Members were also pleased to note the opportunities for the RE community to respond to consultation on the curriculum review.

**RESOLVED** that –

- (i) the speech transcript be received and noted, and

- (ii) *the Minister be thanked for sponsoring the event and for the time preparing and delivering the speech.*

## **6 RE AND GOOD COMMUNITY RELATIONS**

The Systems Leader for GwE (SL) submitted a report (previously circulated) commissioned by a Westminster 'All Party Parliamentary Group on RE' regarding Religious Education and good community relations. The focus of the Parliamentary Group was on safeguarding the provision of RE within schools and exploring how the subject could continue to deliver a valuable dimension to the education of all children and young people.

The SL advised that the report was very positive and picked up on themes discussed by Denbighshire SACRE. He particularly drew members' attention to pages 24 and 25 of the report relating to evidence and desired outcomes and SACREs involvement in supporting learning outside the classroom and supporting schools in the use of visitors to classrooms. Reference was also made to the differences in England and Wales with Wales taking a more proactive approach in the way SACREs worked together to share ideas, presentations and promote best practice. The Chair referred to his membership of Denbighshire's School Standards Monitoring Group and was pleased to report that the majority of schools mentioned visits undertaken to churches and chapels.

**RESOLVED** *that the report be received and noted.*

## **7 WORKING WITH RELIGIOUS COMMUNITIES**

The Systems Leader for GwE (SL) facilitated a discussion on the possibility of SACRE creating a resource to encourage closer community links between schools and faith groups. Whilst he had initially suggested a 'break out group' to develop this resource, Flintshire SACRE had instead decided to put together a case study of good practice on how schools and the religious community interacted with each other. It had been agreed to approach schools and religious bodies to request a case study and to choose the best examples to share good practice across schools and the religious community. It was felt that this option would make better use of resources and would be easier to facilitate than a 'break out group'. It was hoped to combine case studies received from across Conwy, Denbighshire and Flintshire into one resource. If this option was agreed translation costs would be in the region of £400 - £500 and it was suggested that church organisations across the three authorities be asked for a financial contribution to meet that cost.

Members provided examples of existing good practice and interaction between schools, religious bodies and the wider community, commenting as follows –

- Mrs. Sylvia Harris confirmed cathedral visits continued for schools and were widely taken up. She also referred to the Sacred Doorways Project which was a tourism initiative working with churches and chapels across Conwy, Denbighshire and Flintshire with trails to explore
- the Chair referred to school visits to Llanasa Church when he was a Head teacher which provided an opportunity for children to visit a sacred place and

use available resources in the church – he felt that interaction between schools and churches was largely dependent on the vicars and ministers in charge

- Councillor Joe Welch highlighted the benefits of cross curricular links with most other subjects and reported upon a half termly project involving a nature walk around the village of Nantglyn finishing at Nantglyn church – he agreed to contact the school concerned with a view to contributing a case study
- Mr. Simon Cameron reported upon work on going in church schools and an initiative to gather good practice and case studies in Religious Education and Collective Worship which would be made available for use by schools on the website [stasaph.churchinwales.org.uk/](http://stasaph.churchinwales.org.uk/). He also referred to Archbishop Rice Jones Charitable Trust which provided grants to schools to buy resources for Religious Education and Collective Worship
- Councillor Ann Davies felt that schools visits tended to focus on special occasions such as Christmas and children could be encouraged to take part in Sunday services. Councillor Margaret McCarroll suggested schools' record of achievement presentations could be held in churches as a matter of good practice
- Ms Mary Ludenbach was pleased to report upon the numerous links that Blessed Edward Jones Catholic High School had with the religious community, and advised that groups from the school did attend week day services. Whilst noting the benefits of cross curricular links she stressed the importance of something more profound, providing an opportunity for children to be, absorb and reflect in a sacred place.

In light of the excellent examples of existing good practice the Chair queried whether there was a need for an additional resource. Members discussed the benefits of providing a case study for generating ideas and inspiration to further enhance and promote strong links, and for reinvigorating existing provision. The SL added that reference could be made within the resource to existing provision. It was hoped that the case studies would inspire schools and the local religious community. Consequently it was –

***RESOLVED*** that the proposal to develop a joint resource with Conwy and Flintshire local authorities to encourage closer links and interaction between schools and the religious community (as outlined above) be approved.

## **8 WALES ASSOCIATION OF SACRES (WASACRE)**

### **(a) Minutes of WASACRE – 27 March 2014**

The draft minutes of the meeting of the Wales Association of SACREs (WASACRE) held in Caerphilly on 27 March 2014 (previously circulated) were submitted for members' information.

The Systems Leader for GwE (SL) reported upon a presentation on RE Quest which provided resources for teaching about Christianity in Religious Education suitable for Key Stages 1 – 4. He reported upon the recent investment and excellent resources provided and encouraged members to visit the website which had been rebuilt and launched as [www.request.org.uk](http://www.request.org.uk). There would be some Welsh resources on the new website as well as the old website.



The Chair queried the involvement of Rhyl College and the SL confirmed that an invitation for co-opted membership had been made to the College which had not been taken up. However this resource would be extremely useful to them. The Chair offered to take up the issue of co-opted membership with the Head teacher. Mr. Gavin Craigen advised that Rhyl College was represented at the Prayer Network, Rhyl which had connections with local churches.

**RESOLVED** that minutes of WASACRE held on 27 March 2014 be received.

#### **(b) WASACRE meeting – 2 July 2014**

The Systems Leader for GwE (SL) advised that the next WASACRE meeting would be held on 2 July 2014 in Powys and he would be attending on behalf of Denbighshire SACRE. He also sought confirmation of two other representatives to attend. Mr. Gavin Craigen advised that he would be in the Chair for that meeting and therefore uncertain as to whether he would be permitted to represent Denbighshire SACRE. The Chair indicated that he may be available to attend and asked that the SL contact him if the remaining places could not be filled.

The SL also drew members' attention to nominations received for the Executive Committee (previously circulated) advising that seven nominations had been received for two positions. Members considered the background and experience of the candidates and it was –

**RESOLVED** that Wyn Myles Meredith, Gwynedd SACRE and Vicky Thomas, Torfaen SACRE receive Denbighshire SACRE's vote for election to the WASACRE Executive Committee.

#### **9 DATE OF NEXT MEETING**

The next meeting of the Denbighshire SACRE was scheduled for 10.00 a.m. on Wednesday 22 October 2014 in the Council Chamber, County Hall, Ruthin. Councillor Joe Welch suggested that, as most SACRE members resided in the north of the county, that future meetings be held in either Rhyl or Prestatyn. Members agreed that the next scheduled meeting be moved from Ruthin to Rhyl and that future meetings be scheduled for Rhyl or Prestatyn.

Members also considered how they could encourage take up of available seats on SACRE and acknowledged a number of long standing vacancies. It was noted that there were two councillor vacancies, one each from the Independent and Labour Groups. Councillors present agreed to take the matter up with their respective political groups.

**The meeting concluded at 10.50 a.m.**

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| <p><b>Denbighshire County Council</b><br/> <b>Standing Advisory Council for Religious Education</b><br/> <b>(SACRE)</b></p>  |                 |  |
| Date of Meeting:   | 22 October 2014 |  |
| Agenda Item:   | <b>5</b>        | SACRE – DRAFT ANNUAL<br>REPORT 2013-14 |
| <p style="text-align: center;"><u>Background to the Report:</u></p> <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>  |                 |  |
| <p style="text-align: center;"><u>Purpose of the Report:</u></p> <p>To identify and record the work of the SACRE for the year from September 2013– July 2014</p>   |                 |  |
| <p style="text-align: center;"><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>▪ To approve the report, subject to any amendments, as an accurate account.</li> <li>▪ 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.</li> </ul> |                 |  |

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**Annual Report**  
**of**  
**Denbighshire**  
**Standing Advisory Council**  
**for Religious Education**

**2013 - 2014**

## Foreword

### ***The Role of the Standing Advisory Council for Religious Education:***

The principal roles of SACRE are:

- Advising the Local Authority on matters to do with Religious Education and collective worship, or Spiritual and Moral Development;
- Consider applications from Headteachers that their school be released from the statutory requirements for Collective Worship to be wholly or mainly of a broadly Christian character (such applications are known as 'Determinations');
- Require a Local Authority to review its Agreed Syllabus;
- Monitor the provision of RE, collective worship and spiritual, moral, social and cultural development in the schools of the Local Authority;
- Give advice on teacher agreed syllabus RE, including the choice of teacher materials;
- Advising the Local Authority on the provision of training for teachers (in RE);
- Considering complaints about the provision and delivery of RE and collective worship made to the Local Authority.
- To publish an Annual Report on its work.

The Composition of SACRE:

The statutory requirements for the setting up of SACREs require three committees of members:

- Representatives of Christian denominations or other religions and their denominations reflecting the principal religious traditions of the locality;
- Teacher representatives;
- County Council representatives.

There is also the right to co-opt members.

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### Executive Summary

| <i>Topics/Issues:</i>            | <i>Advice given:</i>   | <i>Implemented<br/>By LEA:</i> |
|----------------------------------|--|--------------------------------|
| RE: Agreed Syllabus              | <ul style="list-style-type: none"> <li>The Agreed Syllabus and Comprehensive Guide for RE continue to be available in schools to inform their planning and preparation.</li> </ul>   | ✓                              |
| RE: Standards                    | <ul style="list-style-type: none"> <li>Following consideration of Inspection Reports, schools be sent letters congratulating them for the good features.</li> </ul>  | ✓                              |
| RE: Choice of Teaching Materials | <ul style="list-style-type: none"> <li>No formal guidance, but the additional support and guidance for the Agreed Syllabus includes reference to some teaching materials.</li> </ul>   | ✓                              |
| RE: Provision of ITT             | <ul style="list-style-type: none"> <li>No visits possible this year.</li> </ul>  |                                |
| Collective Worship               | <ul style="list-style-type: none"> <li>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 an issues.</li> </ul>   | ✓                              |
| Other Matters: Local             | <ul style="list-style-type: none"> <li>Religious Education Quality Marks materials are available to all schools in Denbighshire.</li> <li>Presentations received from local secondary schools</li> <li>Members continue to discuss how best to monitor standards in schools</li> </ul>   | ✓<br>✓<br>✓                    |
| Other Matters: National          | <ul style="list-style-type: none"> <li>Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship;</li> <li>Members be informed about developments and initiatives undertaken by DFES;</li> <li>The SACRE maintain its membership of WASACRE and that representatives attend and report back on the meetings of the association.</li> <li>Members informed about developments and initiatives undertaken by REC (Religious Education Council for England and Wales)</li> </ul> | ✓<br><br>✓<br>✓<br><br>✓       |
| Other Matters: additional        | No other additional matters.   |                                |
| Complaints                       | No complaints received.  |                                |



## **The Annual Report**

### **2. Advice Given to the Local Authority**

#### **(a) Religious Education:**

##### **i. The Agreed Syllabus**

Denbighshire SACRE adopted the 'National Exemplar Framework for Religious Education for 3-19 year olds' as the Locally Agreed Syllabus for Denbighshire in 2008. The framework continues to be the basis of the Agreed Syllabus in Denbighshire. The Agreed Syllabus will be reviewed once the findings of the curriculum review are published.

A SACRE's main function is '...to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.' Education Reform Act 1988 s.11 (1) (a)

No advice or training has been given on the Agreed Syllabus in the current academic year although many schools had adopted the planning from the 'Comprehensive Guide to RE' and 'RE in the foundation Phase', documents which were designed to complement the Denbighshire Agreed Syllabus.

##### **ii. Standards**

###### Examination results

The SACRE received details of the examination results for 2013

The full course results were 5.8% above the national average, 78.8% compared to 73.6%, 5.6% below last year's LA results.

The short course GCSE results were below national trends, the overall A\*-C was 35.2%, 15.4% below the national results for all candidates, an increase of 20.4% on last years' local figures.

For Advanced Level, the overall A\* – C rate was 91.2%, some 10.2% above the national average and 9.5% increase on last years' local figures.

###### 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 to Estyn's comments of a schools provision of SMSC. See part c Collective Worship - Monitoring provision - Inspection reports

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

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

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.

### 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.

### 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.

### c) Collective Worship

#### Monitoring provision

##### Inspection Reports

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

Over the year 5 schools' inspection reports were analysed as follows:

| <b>Positive Comments in overall judgements</b> | <b>No of schools</b> |
|--|----------------------|
| Current performance                            | 1                    |
| Prospects for improvement                      |                      |

| <b>Positive Comments in quality indicators:</b>               | <b>No of schools</b> |
|---|----------------------|
| <b>Key Question 1: How good is outcomes?</b>                  |                      |
| Standards   | 3                    |
| Wellbeing   | 3                    |
| <b>Key Question 2: How good is provision?</b>                 |                      |
| Learning Experiences  | 5                    |
| Care support and guidance                                     | 5                    |
| Learning Environment  | 3                    |
| <b>Key Question 3: How good is leadership and management?</b> |                      |
| Partnership working   | 2                    |

| <b>Negative Comments</b> | <b>No of schools</b> |
|--------------------------|----------------------|
|                          | 0                    |

### iii) Guidance Documents

Guidance documents created in previous years continue to be available to schools including 'A Comprehensive Guide to RE' and 'RE in the Foundation Phase'

### iv) Resources recommended

The guidance documents referred to above contain references to resources valued and recommended or evaluated by serving teachers. In addition, advice is offered in response to specific requests. Also schools are informed of resources through the RE News which is available to all schools electronically, they also have access to the Welsh National Centre for RE resources at Bangor University and also the St Mary's Centre for RE.

Self-evaluation materials have been promoted and are available on the REQM website.

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

No inset has been provided for Collective Worship in the current academic year.

#### **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.

#### **vii) Determinations**

No Determinations have been made.

### **3) Other Matters**

#### **a) Local**

SACRE has discussed how to improve the attendance from members of the teaching profession as well as how to monitor the standards of schools in light of the changes to the ESTYN framework and the changes within the LA school improvement service. This will continue to be an agenda item in the next academic year. Members have also discussed various initiatives to support and promote community relations between school and local faith communities.

#### **b) National**

Members received a report by the Westminster All Party Parliamentary Group on RE titled 'RE and good community relations' highlighting the good work undertaken by departments to promote community relations. Discussions followed on how Denbighshire SACRE could support and promote good community relations between faith groups and its local schools.

The Religious Education quality mark was presented both within local SACRE and national WASACRE meetings. Members were informed of schools opportunity to both apply for the award as well as use the materials that are freely available on the REQM website. The materials are available in both English and Welsh. Materials created for England have been adapted and trialled to reflect the Welsh education system.

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

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

Members continue to discuss the changes to the inspection framework and the impact this has had on SACRE's ability to monitor RE and Collective Worship in schools.

**(ii) DFES:**

The SACRE has been informed of developments and initiatives undertaken by or through the Department for Children, Education, Lifelong Learning and Skills. The Agreed Syllabus Conference has been postponed until DFES publishes its planned changes to the curriculum. WASACRE has met with Professor Donaldson to discuss RE's place in the current curriculum.

SACRE received a transcript of a speech given by Huw Lewis to the Religious Education Council for England and Wales' AGM in Cardiff 7<sup>th</sup> May 2014.

**(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

###### **Roman Catholic**

Mary Ludenbach

###### **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**

Nomination awaited

###### **Junior Headteacher**

Nomination awaited

###### **Secondary RE Specialists**

Cate Harmsworth

###### **Infant Headteacher**

Nomination awaited

###### **Special School Teachers**

Ms.Ali Ballantyne

###### **Junior Classroom Teacher**

Nomination awaited

###### **Infant Classroom Teacher**

Nomination awaited

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

Councillor Margaret McCarroll

Councillor Arwell Roberts

Councillor Joe Welch

Councillor Carys Guy

Councillor Dewi Owens

Councillor Bill Tasker

Councillor Ann Davies

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

###### SACRE meetings:

11<sup>th</sup> October 2013

14<sup>th</sup> February 2014

16<sup>th</sup> June 2014

#### **4. Appendices:**

DfES  
SACRE Members  
All LA Schools  
WASACRE  
Diocese of Bangor  
Diocese of St Asaph  
Diocese of Wrexham  
Welsh National Centre for RE  
LAs of Wales  
Trinity College Carmarthenshire

**TABLES OF EXAMINATION RESULTS *TABLAU O GANLYNIADAU ARHOLIAD***

*Ysgolion Sir Ddinbych – Tabl 1: CANLYNIADAU TAGAU 2013: PAWB – ASTUDIAETHAU CREFYDDOL*  
Denbighshire Schools – Table 2: GCSE RESULTS 2013: ALL – RELIGIOUS STUDIES

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

*Ysgolion Sir Ddinbych – Tabl 2: CANLYDIADAU TGAU 2013 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR*  
 Denbighshire Schools – Table 2: GCSE RESULTS 2013: ALL – RELIGIOUS EDUCATION SHORT COURSE

| <i>Ysgolion<br/>Schools</i>          | <i>Cyfanswm<br/>/Totals</i> | <b>A*</b> | <b>%</b>    | <b>A</b>  | <b>%</b>     | <b>B</b>  | <b>%</b>     | <b>C</b>  | <b>%</b>     | <b>D</b>  | <b>%</b>     | <b>E</b>  | <b>%</b>     | <b>F</b>  | <b>%</b>     | <b>G</b>  | <b>%</b>     | <b>U</b>  | <b>%</b>    | <b>%<br/>A* - C</b> | <b>%<br/>A* - G</b> |
|--------------------------------------|-----------------------------|-----------|-------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|-------------|---------------------|---------------------|
| <i>Dinbych<br/>Denbigh</i>           | 117                         | 3         | 2.6%        | 9         | 7.7%         | 15        | 12.8%        | 33        | 28.2%        | 19        | 16.2%        | 17        | 14.5%        | 11        | 9.4%         | 5         | 4.3%         | 1         | 0.9%        | 51.3%               | 95.7%               |
| Glan Clwyd                           | 0                           | 0         | 0.0%        | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%        | 0.0%                | 0.0%                |
| Prestatyn                            | 68                          | 0         | 0.0%        | 0         | 0.0%         | 0         | 0.0%         | 10        | 14.7%        | 1         | 1.5%         | 1         | 1.5%         | 24        | 35.3%        | 22        | 32.4%        | 6         | 8.8%        | 14.7%               | 85.3%               |
| Dinas Bran                           | 13                          | 0         | 0.0%        | 2         | 15.4%        | 1         | 7.7%         | 1         | 7.7%         | 4         | 30.8%        | 1         | 7.7%         | 2         | 15.4%        | 0         | 0.0%         | 1         | 7.7%        | 30.8%               | 84.6%               |
| Brynhyfryd                           | 0                           | 0         | 0.0%        | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%        | 0.0%                | 0.0%                |
| <i>Y Rhyl/Rhyl</i>                   | 75                          | 0         | 0.0%        | 3         | 4.0%         | 7         | 9.3%         | 13        | 17.3%        | 21        | 28.0%        | 17        | 22.7%        | 6         | 8.0%         | 4         | 5.3%         | 4         | 5.3%        | 30.7%               | 94.7%               |
| <i>Ben Ed Jones/Bl.<br/>Ed Jones</i> | 19                          | 0         | 0.0%        | 0         | 0.0%         | 1         | 5.3%         | 5         | 26.3%        | 3         | 15.8%        | 5         | 26.3%        | 2         | 10.5%        | 2         | 10.5%        | 1         | 5.3%        | 31.6%               | 94.7%               |
| <i>Santes Ffraid/<br/>St Brigids</i> | 1                           | 0         | 0.0%        | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%         | 1         | 100.0%       | 0         | 0.0%         | 0         | 0.0%         | 0         | 0.0%        | 0.0%                | 100.0%              |
| <i>Cyfanswm AALL/<br/>LA Totals</i>  | <b>293</b>                  | <b>3</b>  | <b>1.0%</b> | <b>14</b> | <b>4.8%</b>  | <b>24</b> | <b>8.2%</b>  | <b>62</b> | <b>21.2%</b> | <b>48</b> | <b>16.4%</b> | <b>42</b> | <b>14.3%</b> | <b>45</b> | <b>15.4%</b> | <b>33</b> | <b>11.3%</b> | <b>13</b> | <b>4.4%</b> | <b>35.2%</b>        | <b>92.5%</b>        |
| <i>Holl Cymru<br/>All Wales</i>      | <b>12765</b>                |           | <b>7.6%</b> |           | <b>10.3%</b> |           | <b>14.8%</b> |           | <b>17.9%</b> |           | <b>14.7%</b> |           | <b>12.8%</b> |           | <b>9.2%</b>  |           | <b>6.1%</b>  |           | <b>6.7%</b> | <b>50.6%</b>        | <b>92.3%</b>        |



*Ysgolion Sir Ddinbych – Tabl 3: CANLYNIADAU SAFON UWCH 2013 – PAWB ASTUDIAETHAU CREFYDDOL*  
 Denbighshire Schools – Table 2: GCE ADVANCED LEVEL RESULTS 2013: ALL – RELIGIOUS STUDIES

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

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|   |          |                                   |
|---|----------|-----------------------------------|
| <b>Denbighshire County Council<br/>         Standing Advisory Council for Religious Education<br/>         (SACRE)</b>  |          |                                   |
| Date of Meeting:  |          | 22 October 2014                   |
| Agenda Item:  | <b>6</b> | ANALYSIS OF INSPECTION<br>REPORTS |
| <p style="text-align: center;"><u><i>Background to the Report:</i></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><i>Purpose of the Report:</i></u></p> <p>To inform members of the outcomes of recent Estyn Inspection Reports on schools.</p>   |          |                                   |
| <p style="text-align: center;"><u><i>Recommendations:</i></u></p> <ul style="list-style-type: none"> <li>▪ To receive the report</li> <li>▪ 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.</li> <li>▪ To request the LEA to distribute the letters to the schools involved</li> </ul> |          |                                   |

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# Analysis of Inspection Reports Denbighshire SACRE

**Autumn 2014**

*(reports published in the summer term)*

| <b>School</b>   | <b>Dates</b>      | <b>Reporting Inspector</b>      |
|---|-------------------|---------------------------------|
| <b>Rhyl High School</b>   | <b>May 2014</b>   | <b>Jackie Gapper</b>            |
| <p><i>Rhyl High School is an English-medium 11 to 16 mixed comprehensive school situated in the seaside town of Rhyl, Denbighshire. There are 772 pupils on roll. 29.9% of pupils are eligible for free school meals, which is significantly higher the national average of 17.7%. Over 44% of pupils live in the 20% most deprived areas in Wales. Pupils come from seven primary schools in the area. Nearly all pupils are from a white British background. A very few pupils have English as an additional language. No pupils speak Welsh as their first language. The school's intake includes the full range of ability. The percentage of pupils with special educational needs is 34%, which is much higher than the national average of 19.2%. The percentage of pupils with a statement of special educational needs (1%) is lower than the national average of 2.5%.</i></p>  |                   |                                 |
| <b>Ysgol Bro Fammau</b>   | <b>May 2014</b>   | <b>Carolyn Thomas</b>           |
| <p><i>Ysgol Bro Fammau is on two sites approximately 3.5 miles apart. One site is in the village of Llanferes and the other is in Llanarmon-yn-lâl. There are currently 95 pupils on roll, which includes 13 part time nursery children. The school caters for pupils aged three to eleven. One headteacher and one governing body manage the school. The pupils work on both sites to take full advantage of the facilities such as the hall and playing field. Year 6 pupils work together every morning for mathematics and language lessons. The pupils travel between the sites on a mini-bus. Around 1% of pupils are eligible for free school meals, which is well below the average for Wales. Nearly all pupils are of white British ethnicity. A very few pupils speak Welsh fluently or receive support for English as an additional language. The school identifies that about 13% of pupils have additional learning needs, which is below the average for Wales. No pupil has a statement of special educational needs.</i></p> |                   |                                 |
| <b>Ysgol Y Castell</b>  | <b>April 2014</b> | <b>Mr Edward Goronwy Morris</b> |
| <p><i>Ysgol y Castell is situated in the small town of Rhuddlan in Denbighshire. There are 202 pupils aged three to 11 years at the school. There are eight single age classes. Currently, 14% of pupils are entitled to free school meals. This is below average for primary schools in the local authority and in Wales. The school has identified 26% of pupils as having additional learning needs. This is higher than the average for primary schools in Wales. Nearly all pupils come from English-speaking homes. No pupils speak Welsh as a first language. Very few are from a minority ethnic background or learn English as an additional language.</i></p>   |                   |                                 |
| <b>Yssgol Caer Drewyn</b>   | <b>March 2014</b> | <b>Wil Williams</b>             |
| <p><i>The school is situated in the Clawdd Poncen area, on the outskirts of the small rural town of Corwen in Denbighshire. There are 90 pupils between three and 11 years of age on roll, including 19 part-time nursery children. They are arranged into four mixed-age classes. Nearly all pupils come from homes in which English is spoken as a first language. Very few pupils are from ethnic minority backgrounds. Nearly half of the pupils have additional learning needs, which is considerably higher than the national percentage. Very few pupils have a statutory statement of special educational needs. Thirty-five per cent of pupils are entitled to free school meals, which is much higher than the national figure.</i></p>   |                   |                                 |
| <b>Borthyn V.C. Primary School</b>  | <b>March 2014</b> |                                 |
|   |                   |                                 |

## **POSTITIVE COMMENTS**

### **Current Performance:**

- The school is an inclusive community that promotes positive attitudes to equality and diversity. (Bro Fammau)
- The good quality of care, support and guidance provided to pupils has a positive impact on their standards and wellbeing. (Bro Fammau)
- The school is a happy, inclusive community where staff provide a high level of care, support and guidance that encourages pupils to be safe, take responsibility and respect others. (Y Castell)
- the quality of care, support and guidance contributes strongly to creating an inclusive and caring environment. (Caer Drewyn)

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

#### **Standards:**

#### **Wellbeing:**

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

#### **Learning experiences:**

- The school provides a broad and balanced curriculum which meets statutory requirements, and the needs and interests of all pupils. (Rhyl High)
- The curriculum is broad and balanced and covers all statutory requirements. (Bro Fammau)
- The school has good provision to develop pupils' understanding of global citizenship. Teachers provide relevant learning experiences, which develop pupils' understanding of life in other countries, for example through the partnership work between the pupils at Bro Fammau and pupils in Botswana. (Bro Fammau)
- The school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase, the National Curriculum and religious education effectively. (Y Castell)
- The school provides pupils with a good range of opportunities to learn about global citizenship. (Y Castell)
- There are good opportunities for pupils to learn about the importance of sustainability and to become more aware of their role in society and the wider world. (Caer Drewyn)
- 

#### **Care, support and guidance:**

- Pupils' spiritual, moral, social and cultural development is developed well through belief and ethics lessons, assemblies and thought for the day in form tutor periods. (Rhyl High School)
- Provision for promoting pupils' social, moral, spiritual and cultural development is good. Whole-school and class assemblies fully meet the statutory requirements for a daily act of collective worship. (Bro Fammau)
- Provision for the development of pupils' personal and social education is successful, in raising pupils' awareness of how to be safe, take responsibility and respect others. (Y Castell)

- The school promotes pupils' spiritual, moral, social and cultural development successfully. (Caer Drewyn)

**Learning Environment:**

- The school challenges stereotyping in all aspects of its provision and promotes equality effectively. It identifies and celebrates diversity well. (Rhyl High School)
- Pupils develop respect and tolerance for each other and for those who hold different beliefs through their studies of other cultures and religions.(Bro Fammau)
- The school promotes equality and respect for cultural diversity well through a range of activities, including events such as World Food Days and its charity link with Kenya. (Y Castell)
- The school is a happy and inclusive community that promotes equal opportunities well. (Caer Drewyn)

**Key Question 3; How good is leadership and management?**

**Partnership working:**

- Pupils benefit from partnerships with local churches. (Bro Fammau)
- The school promotes pupils' understanding of other cultures well through ongoing international links and the study of other countries. These contribute positively to pupils' cultural development. (Bro Fammau)
- There are close links with the church and chapel and the school conducts services and concerts in the places of worship. (Caer Drewyn)

**Areas for development:**

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

**Learning experiences:**

- Pupils' understanding of global citizenship is less well developed. (Rhyl High School)

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|   |          |   |
|---|----------|---|
| <b>Denbighshire County Council<br/>         Standing Advisory Council for Religious Education<br/>         (SACRE)</b>                        |          |   |
| Date of Meeting:  |          | 22 October 2014   |
| Agenda Item:  | <b>7</b> | ESTYN REPORT 'ESDGC<br>PROGRESS IN EDUCATION<br>FOR SUSTAINABLE<br>DEVELOPMENT AND GLOBAL<br>CITIZENSHIP' |
| <u>Background</u>   |          |   |
| <p>Estyn completed and published a report, July 2014. The report focused on education for sustainable development and global citizenship.</p> |          |   |
| <u>Purpose</u>  |          |   |
| <p>To consider the impact Religious Education can have on ESDGC.</p>  |          |   |
| <u>Recommendations:</u>   |          |   |
| <ul style="list-style-type: none"> <li>• To receive the report</li> </ul>   |          |   |

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**Estyn**

*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

# ESDGC

Progress in education for sustainable  
development and global citizenship

**June 2014**

**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;
- ▲ Welsh for adults;
- ▲ work-based learning; and
- ▲ learning in the justice sector.

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 thematic report is published in response to a request for advice from the Welsh Government in the Ministerial remit to Estyn for 2013-2014. It reports on the progress that primary, secondary and special schools have made in education for sustainable development and global citizenship (ESDGC) since 2006 when Estyn published a baseline report on, 'Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales'. One purpose of the 2006 report was to inform ESDGC delivery for the next five years.

The judgements in this report are based on evidence gathered from inspections using Estyn's 'Supplementary guidance for inspectors on Education for Sustainable Development and Global Citizenship in schools.' The supplementary guidance is structured around the seven suggested themes identified by UNESCO as part of the 'Decade of Education for Sustainable Development' and the Welsh Government's, 'Education for Sustainable Development and Global Citizenship – A Common Understanding for Schools (2008) to help learners to study a range of ESDGC issues and relate these to key concepts. The themes are:

- the natural environment;
- consumption and waste;
- climate change;
- wealth and poverty;
- identity and culture;
- choices and decisions; and
- health.

The report is intended for the Welsh Government, headteachers and staff in schools, local authorities and education consortia. It should also be of interest to teacher trainers. The evidence base for the report is set out in Appendix 1 and includes visits to a representative sample of schools.

## Background

The report is set in the context of the Welsh Government's priorities for:

- supporting the drive for greater social inclusion and aiding integration, understanding and tolerance; and
- supporting the development of globally-minded individuals for the workforce.

The promotion of ESDGC is a key objective of the Welsh Government. The Welsh Government aims to encourage schools to provide opportunities for teachers and pupils to consider global issues and to make the link between what is personal, local, national and global. It also aims to encourage schools to challenge learners to engage in culturally diverse experiences, critically evaluate their own values and attitudes, and develop skills that will enable them to challenge injustice, prejudice and discrimination.

In 2006, the Welsh Assembly Government reviewed its sustainable development scheme and adopted 'Starting to Live Differently' which resulted in the action plan: 'Education for Sustainable Development and Global Citizenship – A Strategy for Action.'

To support the implementation of the action plan, Estyn conducted a baseline survey in schools and further education colleges in Wales. The outcomes of the survey were published in Estyn's 2006 report 'Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales'.

The findings of the 2006 report identified that:

- teachers and advisers did not have a clear and consistent understanding of the definition, purpose and benefits of ESDGC;
- schools, colleges and local authorities were generally more confident about, and focused more on, sustainable development than global citizenship; and
- while schools were enthusiastic about promoting sustainable development, they were often less clear about identifying how and where they could develop the skills associated with ESDGC.

The report also provided a useful model for schools to use in evaluating their provision of ESDGC. See Appendix 2 for this model.

The Welsh Assembly Government produced a guidance document: 'Welsh Assembly Government: Education for Sustainable Development and Global Citizenship – A Common Understanding for Schools' in 2008. The guidance was intended to help schools to develop a common understanding of ESDGC and to aid its delivery.

The 2008 guidance provides a clear steer about the values and attitudes, understanding and skills that ESDGC should promote in preparing learners for the 21<sup>st</sup> century, including:

- promoting an economy that makes minimal demands on the environment;
- taking action on social justice to tackle poverty;
- ensuring diversity and biodiversity to enhance our communities – local, national and international; and
- valuing people and supporting them to live healthy and interdependent lives.

The guidance says that ESDGC should not be seen as an additional subject but as 'an ethos that can be embedded throughout schools, an attitude to be adopted, a value system and a way of life'.

## Main findings

### Pupils' understanding of sustainable development and global citizenship

- 1 In the majority of the schools visited for this survey, pupils' understanding of the key concepts of sustainable development and global citizenship develops appropriately as pupils progress through school and is generally secure for each of the seven themes for ESDGC. There is now no significant difference between pupils' understanding of sustainable development and their understanding of global citizenship. This is an improvement since 2006 when understanding of global citizenship was not as well developed.

### Sustainable development

- 2 Pupils are often very interested in the **natural environment** and their understanding of it is generally good. Almost all pupils understand that they depend on the environment for energy, food and other resources. Many pupils understand the need to conserve energy, but often in terms of saving money rather than resources.
- 3 In the best schools, pupils' understanding of **consumption and waste** develops well. They understand where the things they consume come from and where waste goes, although only a minority understand the interdependence of producers and consumers. Few understand the difference between 'standard of living' and 'quality of life.'
- 4 Few Foundation Phase or key stage 2 pupils understand the difference between climate and weather, but almost all pupils in the secondary schools visited understand the concept of **climate change** and global warming and many can explain the implications for the way we live.

### Global citizenship

- 5 Pupils in all key stages generally have an appropriate understanding of the concepts of **wealth and poverty** and some of their implications. Almost all pupils have an understanding of the effects of inequality on people's lives and understand the types of support charities can provide for people in need. Almost all pupils in the secondary schools visited have a good understanding of the inequalities that exist between people in different countries, and between people within countries.
- 6 Pupils in schools with a high proportion of ethnic minority pupils generally have a better understanding of the effect of discrimination and prejudice on individuals than pupils in other schools. Few pupils at key stages 3 and 4 have a good understanding of **identity and culture**, including complex concepts such as the link between culture, faith and individual value systems and beliefs.
- 7 Almost all pupils in the schools visited can give examples of ways in which they make **choices and decisions** that affect school life. They influence the work of the school through groups such as the school council, eco-committee or healthy living group.



They realise that actions have consequences and generally know how to minimise personal conflicts.

- 8 Almost all pupils in the schools visited understand the principles of how to care for their own **health** and that of others. They have a secure understanding of the importance of eating healthily and taking regular exercise. Almost all key stage 2 pupils understand about the negative effects of pollution, tobacco and alcohol on their health and most pupils at key stages 3 and 4 understand that there are ways in which health and quality of life can be improved in countries around the world.

### **Vision, policy, planning and promoting ESDGC**

- 9 In most of the schools visited, leaders have a clear vision for promoting ESDGC. The schools with the most effective policies for developing ESDGC have a clear definition and understanding of ESDGC and what it means for their staff and pupils in the context of their school and beyond. This clarity in understanding ESDGC has improved since 2006.
- 10 The majority of the schools visited have effective plans for developing and delivering ESDGC. Almost all schools teach aspects of ESDGC effectively through a variety of subjects. In a minority of the schools, planning is not systematic and relies too much on discrete and uncoordinated projects for coverage. This results in pupils having a limited understanding of the impact of their actions in respect of ESDGC. Where planning in secondary schools is most effective, teachers who specialise in specific subjects plan the coverage of ESDGC together. This strengthens the provision and ensures that teachers who have a stronger understanding of the more complex aspects of ESDGC teach them. This results in pupils having a deeper understanding of these aspects.
- 11 Schools with the most effective planning include opportunities for pupils to develop their numeracy, literacy and thinking skills within cross-curricular thematic projects that focus on ESDGC. However, in many of the schools visited, teachers do not incorporate good enough opportunities for pupils to use their literacy and numeracy skills in ESDGC work. This has not improved since 2006.
- 12 All the schools visited provide a wide range of extra-curricular and other activities to promote ESDGC and extend pupils' knowledge and experience. All the schools visited follow at least one accredited scheme in areas related to ESDGC. However, few schools collect evidence to assess the impact that following these schemes has had on pupils' understanding of ESDGC concepts.

### **Leadership, management and support for ESDGC**

- 13 Where schools have identified members of staff with clear responsibility for leading and developing ESDGC, the provision is generally effective and pupils' understanding of key concepts is at least good. Where responsibilities are not clear enough, this is not the case.
- 14 The confidence of teachers in delivering ESDGC is high in many of the schools visited. Where training has not been a priority, members of staff lack confidence in

teaching the more complex concepts related to ESDGC. Most schools visited would benefit from further training in specific aspects of ESDGC. A directory of good practice contacts would be helpful.

- 15 Most of the schools visited include aspects of ESDGC within their self-evaluation procedures. Leaders generally evaluate the planning and delivery, but very few schools evaluate the impact of provision on pupils' understanding of ESDGC.
- 16 Many of the schools visited have a member of the governing body with particular responsibility for ESDGC. Very few governors have received training other than from the school or feel confident enough to challenge the schools in relation to ESDGC.

## Recommendations

### **Schools should:**

- R1 improve pupils' understanding of the more complex ESDGC concepts identified in this report, including those relating to identity and culture;
- R2 plan for the progressive development of pupils' understanding of the seven ESDGC themes across the curriculum, and assess and track pupils' development;
- R3 plan for ESDGC to make a positive contribution to developing pupils' literacy and numeracy;
- R4 provide a variety of extra-curricular opportunities to support ESDGC;
- R5 identify members of staff to have responsibility for co-ordinating and developing ESDGC across the school;
- R6 provide appropriate training for teachers and other staff to help them to deliver ESDGC more effectively, including its more complex concepts; and
- R7 ensure that governors receive training to enable them to support and challenge the school in delivering ESDGC.

### **Local authorities / regional consortia should:**

- R8 establish a directory of providers with good practice in ESDGC, which can be shared with schools; and
- R9 provide training for governors to enable them to support and challenge schools appropriately in respect of ESDGC.

## **Pupils' understanding of sustainable development and global citizenship**

- 17 In the majority of the schools visited, pupils' understanding of the key concepts of sustainable development and global citizenship develops appropriately as pupils progress through school and is generally secure for each of the seven themes for ESDGC. There is now no significant difference between pupils' understanding of sustainable development and their understanding of global citizenship. This is an improvement since 2006 when understanding of global citizenship was not as well developed.

### **Sustainable development**

#### **The natural environment**

- 18 In the primary schools visited, most pupils at the end of the Foundation Phase have a fascination with and respect for the natural world. However, their understanding of the natural environment is generally confined to their immediate environment, such as their school and home. Many can explain what living things need in order to thrive. However, few pupils are able to refer to features in the wider world, except for the impact of water shortage, and a very few pupils understand where things people consume come from and go.
- 19 Almost all pupils at the end of key stage 2, in the schools visited, understand the importance of showing respect for landscapes, habitats and living things. For example, pupils speak about the need to look after their school playground and keeping the area free of rubbish. Most pupils understand the needs of living things and give examples of ways in which they act upon this information, such as growing plants and looking after their pets.
- 20 Most pupils in the secondary schools visited have an appropriate understanding of the concept of sustainability relative to their age and ability. They understand that people depend on the natural environment for energy, food and for materials and other resources at a local and global level. Most pupils understand the need for re-cycling and renewable energy in order to support sustainability, and can give specific examples within their local area. For example, in one school, two pupils could explain why they had installed solar panels at home.
- 21 In a few secondary schools visited, pupils' knowledge about issues regarding the natural environment, climate change, the greenhouse effect, consumption of waste and the need to develop sustainable lifestyles is particularly strong. Most pupils understand the concept of interdependence of organisms, food webs, energy flows and the effect of external influences on these.

#### **Consumption and waste**

- 22 In the primary schools visited, almost all pupils at the end of the Foundation Phase have an appropriate understanding relative to their age and ability of energy

consumption and the need to not waste energy resources and water. Most pupils know about the importance of recycling to reduce waste, but few understand the concept of renewable energy. Very few pupils understand where the things people consume come from or go.

- 23 At key stage 2, almost all pupils in the schools visited understand that people depend on the environment for energy, food and other materials and resources. They are aware of the need to recycle and are generally enthusiastic about explaining the many ways they recycle at school and at home. Almost all pupils can also explain the importance of switching off the lights and saving water. However, many pupils often see this as more to do with saving money, rather than conserving energy or water. The work of the eco-committees generally reinforces the need to recycle and save energy and water in most schools.
- 24 Almost all pupils in the secondary schools visited have a clear understanding of sustainable development. For example, they understand that an ecological footprint is a measure of human impact on the environment. Most pupils appreciate the actions required to reduce their own ecological footprint and to minimise waste.
- 25 Almost all secondary school pupils appreciate how other people influence and contribute to how they live their lives. However, only a minority understand the concept of interdependence between producers and consumers and issues relating to fair trade. Although most pupils understand the influences of advertising and peer pressure on consumption, few understand the difference between 'standard of living' and 'quality of life.'

### **Climate change**

- 26 At the end of the Foundation Phase in the schools visited, a few pupils understand that there are a range of views about the effect of climate change. Many pupils' understanding of climate change is at an early stage, as might be expected.
- 27 At key stage 2, many pupils recognise that individuals and groups of people are able to take action to educate and campaign about climate change. They understand that there are a range of views about how to combat climate change, and that climates can change over time. Most pupils understand the range of ways to save and generate energy. For example, in one school a group of pupils studied the local wind farm and could explain the importance of renewable energy compared with burning fossil fuel. However, many pupils in the schools visited do not understand the difference between climate and weather.
- 28 At key stage 3 and key stage 4, almost all pupils understand the basic concept of global warming and can explain for example that warmer weather could lead to melting of the ice caps, which could lead to flooding in low-lying areas. Most understand how our actions may affect the climate in years to come. A few more able pupils can talk about global cooling and that climate change is part of a larger pattern of events. They make links with historical events such as the industrial revolution in the UK to explain how this may have affected the climate.

## Global citizenship

### Wealth and poverty

- 29 In the schools visited, many pupils at the end of the Foundation Phase recognise that people should be entitled to have their basic needs met. They understand the effects of inequality on people's lives. This includes a generally mature understanding of their responsibility to look after others less fortunate than themselves by, for example, raising money to donate to various charities. Most understand that some people and countries are poorer than others, with a few pupils understanding that local actions affect the wider world because of the connections between places and people.
- 30 At key stage 2, almost all pupils recognise that people should be entitled to have their basic needs met. They can explain what people's basic needs are and why they should be entitled to them. Many have a strong understanding of 'fairness', but only a few think about this in terms of wealth in different countries.
- 31 Pupils in a few of the schools visited had a secure understanding of the United Nation's 'Rights of the Child'. In these schools, the concept of 'rights' is a strong feature and contributes to an ethos of fairness within the school.
- 32 Almost all pupils in the secondary schools visited have a good understanding of the inequalities that exist between people in different countries and between people within countries. They understand about 'fairtrade' and the importance of paying a 'fair price' for commodities and services. For example, pupils in one school talk about people in a particular part of the developing world not having access to clean water or electricity, and that the actions of 'fairtrade' could help these people afford their basic needs.

### Identity and culture

- 33 In the schools visited where ESDGC is well established or where there is a high percentage of pupils from an ethnic minority background, almost all Foundation Phase pupils are able to recognise the potential impact of discrimination and prejudice on individuals. However, in schools where this is not the case, few pupils understand this concept at this early age. Few pupils in the schools visited recognise that they are citizens of an interconnected world. Although many pupils understand that people have differing values and beliefs, not unexpectedly at this stage, few understand that cultural values and religious beliefs shape the way people live.
- 34 At key stage 2, many pupils in the schools visited recognise that they are citizens within an interconnected world. Many pupils understand that people have differing values and beliefs although they have a limited understanding of the effect that cultural values and religious beliefs have on shaping the way people live. Pupils in schools with a high proportion of ethnic minority pupils generally have a better understanding of the effect of discrimination and prejudice on individuals than pupils in other schools.

- 35 Almost all pupils in the secondary schools visited understand the importance of respecting themselves, the Welsh culture and the culture of others. They have positive values that challenge stereotyping, prejudice and racism. For example, in one Welsh-medium school, the pupils interviewed for the survey confirmed that they are proud of their culture and heritage and appreciate the way in which other cultures enrich their lives. They feel that ESDGC in their school gives them the opportunity to understand their own culture well while learning about and respecting other cultures. This gives them the knowledge and skills to compare different cultures. However, in the secondary schools overall, few pupils have a strong understanding of more complex concepts such as the link between culture, faith and individual value systems and beliefs.

### **Choices and decisions**

- 36 Most Foundation Phase pupils in the schools visited can give examples of ways in which they participate in aspects of school life and help to make decisions. Most of the pupils could explain the way the school council and eco-committee influences decisions in the life of the school. They understand that their actions have consequences and know what they need to do to minimise personal conflicts. Many pupils refer to the school's reward and sanction system.
- 37 Foundation Phase pupils in about half of the schools visited understand about the Rights of the Child and that not everyone can access these rights in practice. In a few schools, where there is a strong emphasis on the Rights of the Child, pupils have a very good understanding about what these aspects mean. However, few Foundation Phase pupils question other people's statements and opinions and only a very few understand that the environment can be affected by the decisions we make individually and collectively.
- 38 Key stage 2 pupils in almost all the primary schools visited have a very good understanding of choices and decisions. Almost all can give examples of ways in which they participate in aspects of school life, influencing the work of the school through different groups such as the school council, eco-committee or healthy living group. Many are able to give examples of a variety of decisions which the schools have adopted as a result of their influence. These range from painting classrooms to providing playground equipment. Almost all express and demonstrate respect for themselves and for others. They take turns to answer questions and listen thoughtfully to the opinions of peers, building on their ideas well. Pupils realise that actions have consequences and they know what they need to do to minimise conflicts.
- 39 Pupils in most of the secondary schools visited have a good understanding of the Rights of the Child and that not all children have access to them. Most appreciate the importance of a balanced and well-supported argument, with many able to give examples of debates or discussions they hold in school.
- 40 Almost all pupils in the secondary schools visited appreciate the benefits of resolving conflicts peacefully. Most pupils have a clear understanding about the complexity of making decisions and the need to use evidence appropriately in reaching judgements. Almost all understand the principles of democracy and relate their

understanding to the school council. Many refer to history lessons, where they learn about how people campaigned for the right to vote. They relate this to the way they elect members of the school council and how decisions taken by their representatives affect them in school. Many understand how conflicts can arise from different views about global issues and exemplify this, for example, in terms of local wind farms.

## Health

- 41 Almost all Foundation Phase pupils in the schools visited know how to care for their own health and the health of others to a level appropriate for their age and ability. Most have a basic understanding of what constitutes a healthy lifestyle and they recognise their responsibilities to keep themselves and others safe. Most pupils understand the importance of clean water for health and that poverty and inequality can cause health problems. However, few pupils have a clear understanding of the impact of the environment on health and wellbeing.
- 42 In key stage 2, almost all pupils in the schools visited are able to describe how to care for their own health and the health of others. They have a secure understanding of the importance of eating healthily, having a balanced diet, clean water and taking regular exercise as components of a healthy lifestyle. Almost all pupils have an appropriate understanding of the negative effects of pollution, tobacco, alcohol and the misuse of other substances on their health. Most pupils recognise their responsibilities to keep themselves and others safe. Many pupils appreciate the importance of their family and local community to keep them safe and healthy and most understand that poverty and inequality can lead to a lower standard of health.
- 43 In key stage 3 and key stage 4, almost all pupils understand the meaning of a healthy lifestyle, and understand the links between a healthy lifestyle and physical and emotional wellbeing. They can explain how they keep fit and healthy and can give examples of ways that they eat healthily. Almost all pupils support specific activities that the school runs to support pupils' wellbeing such as specialist classes and extra-curricular sports clubs. Most pupils understand ways in which health and quality of life can be improved in countries around the world. For example, they understand that people can apply science, administer medicines and use technology to improve health and life chances.
- 44 Most pupils in the secondary schools visited can demonstrate an understanding of what helps to keep them healthy and that in different parts of the world individuals are not able to enjoy some of these benefits. Key stage 4 pupils can demonstrate a more in-depth understanding of these concepts. For example, those studying sports science have a better understanding about the impact of diet and the natural environment on the performance of athletes from different countries.
- 45 Case study 1 illustrates how ESDGC is embedded and has become a prominent feature in all classes in one school.



## **Case study 1**

### **Context**

Ysgol Y Berllan Deg is a Welsh-medium primary school in Cardiff. The school has 453 pupils on roll with 9% eligible for free school meals.

### **Strategy**

Leaders have identified ESDGC as an important feature of the school's work and appointed a team of coordinators to ensure that all aspects of ESDGC are delivered effectively. The school has a co-ordinator for: the eco council, global citizenship, 'Bocsys Bach y Berllan' (a creative way of collecting pupils' views) and the school council. As a result of effective, collaborative and creative planning, ESDGC has become an embedded feature of the school's practice and directly influences many of the school's activities in other curriculum areas.

### **Action**

Each year group in key stage 2 are responsible for a specific area of sustainability for the year. These include activities such as collecting litter, turning off lights and water, tending the school vegetable garden, and composting and recycling. This encourages pupils to take responsibility for their actions within the school environment.

Co-ordinators plan activities to develop pupils' understanding of specific key elements of ESDGC through carefully planned cross-curricular events such as: 'Dydd Mawrth Maethlon' (Nutritional Tuesday). For example, pupils are encouraged to cook a nutritional humus recipe, and then adapt it to feed different numbers. This encourages the use of numeracy within a real-life context.

Other successful activities promoted by the school council to encourage healthy eating include an art competition to design the best cartoon character to promote healthy eating and offering prizes for the healthiest lunchbox.

The school has close links with schools in Lesotho and Patagonia, which encourages pupils to learn about the importance of global citizenship and life in different parts of the world. Teachers from Lesotho are annual visitors to the school, which enables pupils to ask them directly about life in their country. Older pupils arrange an annual sports day in order to raise funds for their partner school in Lesotho.

Following a visit to schools in the Basque Country, where pupils are encouraged to learn more than two languages, the school is developing a trilingual literacy project with Year 6 pupils in conjunction with other schools in the cluster. The project is focuses on fables through the medium of Welsh, English and German.

### **Outcomes**

The school's provision for a wide range of related cross-curricular ESDGC activities has ensured that most pupils:

- have a clear understanding of sustainability and global citizenship appropriate to

their age and ability;

- realise that ESDGC is to do with real people within a real world;
- develop a better understanding of living healthily;
- gain an increasing understanding of three languages; and
- participate in and make well-informed decisions about many aspects of school life.

### **Pupils' understanding of their roles and responsibilities as members of ESDGC related committees and groups**

- 46 Almost all of the schools visited have a school council and an eco-committee as well as many other committees and groups which relate to ESDGC. These include, for example, healthy eating and healthy schools groups, fair-trade committees, intergenerational and international groups and fund raising and charity committees. Almost all pupils who are members of these committees and groups carry out their responsibilities conscientiously. They have a clear understanding of the purpose of the committees or groups and can explain the work of each. Most committees have elected officers, who are clear about their roles.
- 47 Case study 2 gives an example of a primary school's intergenerational club that enhances pupils' awareness of the needs of others.

#### **Case study 2**

##### **Context**

Ysgol Plascrug, Aberystwyth, has 435 pupils on roll. Around 11% of pupils are eligible for free school meals and 25% come from an ethnic minority background.

##### **Strategy**

The school has established an intergenerational club with the aim of developing understanding and respect between people of all ages. It has worked with the Ceredigion Strategy for Older People Officer and a local housing association to establish the project. Members include Year 6 pupils and residents from two of the association's establishments in Aberystwyth.

##### **Action**

- Year 6 pupils identified the need to gain a further understanding of the UN Convention Rights of the Child, Article 29, which states that children's education should help them to develop their talents and abilities and help them learn to live peacefully, protect the environment and respect other people.
- Emotional Health and Wellbeing was an area to be developed as the school progressed towards achieving the the Healthy Schools Network National Quality Award. Year 6 pupils explored Article 29 focusing on developing intergenerational learning within the community.
- Pupils identified possible partners from the locality. A partnership formed

between Plascrug Primary School, Ceredigion County Council Strategy for Older People Officer and a local non-profit housing association.

- Fruitful planning meetings and dissemination of information to stakeholders resulted in the initial meeting of 'Clwb Ni' taking place in May 2011.
- The initial project meeting explored ideas and opinions of all stakeholders. Pupils and residents identified a range of activities and established ground rules, which would underpin the learning opportunities across the generations.
- An agreed programme of activities focused on transferring skills across the generations took place monthly, alternating between the venues. Activities ranged from discussing town regeneration plans, taking into account the needs of young and old to comparing childhood experiences through music and play.
- To build on the successful first year of the club, an application was made for the Big Lottery Awards for All Grant. The application was successful, and enabled the club to expand its range of learning opportunities through working with members of the wider community. These included developing digital photography skills and working with local artists to create canvases portraying the core values of the club, now displayed at each centre.
- The older people became an integral part of the school and regularly attend school functions.
- 'Clwb Ni' is now in its third year and is an integral part of Year 6 pupils' commitment to partnership working.

### **Outcomes**

Pupil participation in this work has contributed towards strengthening their decision-making skills and their role in community involvement. Pupils feel valued, their voice is heard, and pupils respect, value and understand the contribution that individuals, regardless of age, can make to society.

- 48 Most schools visited ensure that these groups meet on a regular basis and have a clear communication system to ensure that all pupils, as well as wider stakeholders such as governors and parents, receive feedback from meetings. They do this in a variety of ways including by means of a dedicated notice board, feedback by members to peers, presentations in assembly, scrap books and regular news bulletins.
- 49 Almost all pupils in the schools visited felt that teachers take their suggestions seriously and act on them. They describe ways in which they have changed things in the school. Examples include raising funds for charities selected by the pupils and providing sports equipment and more recycling and waste bins for the school, as well as supporting the introduction of a school garden.
- 50 Most of the schools visited elect council members democratically, ensuring a fair representation from across the school. Members of school eco-committees are more likely to be members by choice, as they have a particular interest in sustainability.
- 51 Although members of the committees and groups generally have an interest in its work, their understanding of sustainable and global citizenship issues are generally no better developed than those of pupils who are not members.

## Vision, policy, planning and promoting ESDGC

### Vision and policy

- 52 In most of the schools visited, leaders have a clear vision about many aspects of sustainable development and global citizenship. They communicate this vision well and explore, in collaboration with others, how to achieve it through the curriculum, extra-curricular programmes and the wider activities of the school.
- 53 Leaders in all the schools visited recognise how the values and attitudes that are promoted through ESDGC contribute to the overall ethos of the school. For example, almost all of the schools visited describe themselves as caring schools, where the importance of respect is a prominent feature. One primary school describes its ethos as 'a climate of understanding, care, worth and mutual respect', which portrays the ethos in that particular school well. A special school visited has adopted its own mission statement that describes its ethos simply as: 'Looking after our world so that it will last forever.' Pupils and adults from the whole school community understand this mission statement.
- 54 Leaders in many of the schools visited describe ESDGC as a context and a vehicle for developing other skills such as literacy, numeracy, problem-solving and thinking skills, as well as developing an understanding of ESDGC-related concepts. This is reflected in the day-to-day work of many of these schools. In these schools, ESDGC contributes effectively to pupils' critical thinking skills, and helps them to understand the challenges that face a changing world.
- 55 Almost all the schools visited have a policy for developing ESDGC. However, the policy in a few of these schools is new and has not had time to impact positively on pupils' understanding of all aspects of ESDGC.
- 56 Where ESDGC is an embedded feature of the school, and has a high profile, the policy is usually clear and appropriate, reflecting the context of the school well. It describes clearly how the different aspects of ESDGC weave through the whole curriculum providing pupils with exciting and relevant experiences.
- 57 The most effective policies provide a clear definition of ESDGC and what it means to their staff and pupils. For example, one primary school with an effective policy has named it: 'Making a world of difference'. Another school conveys its approach to ESDGC to staff and pupils well by basing its policy on its 'eco code': 'Don't be lazy – not to recycle would be crazy – reduce, re-use, recycle, restore and respect'.
- 58 Most schools' policies state the aims and objectives of developing ESDGC clearly. Many refer to the Welsh Government's seven areas of ESDGC and provide a background to the curriculum priorities related to it. Schools often base these policies on an exemplar policy provided by the local authority and they generally adapt this effectively to suit their particular needs. Where the school has written its policy collaboratively, with most teachers having a direct input into its content, there is a positive impact on standards and pupils' understanding of the key elements of ESDGC.

- 59 Leaders in almost all the schools visited monitor the policy regularly, as part of their on-going monitoring processes. Generally, the governing body accepts the policy as presented, although a very few governors play an active role in writing or challenging its content.

## Planning

- 60 The majority of the schools visited have effective plans for developing ESDGC. In schools where pupils have a good understanding of the key concepts and values of ESDGC, planning is systematic and encompasses the development of the key features and principles across the school. This ensures progression year-on-year. The most effective planning includes opportunities for pupils to develop their numeracy, literacy and thinking skills within cross-curricular thematic projects focusing on key principles of ESDGC.
- 61 In a minority of the schools visited, planning is not systematic and relies too much on discrete projects to ensure coverage. This often results in pupils having a limited understanding of the relationship between each of the key values and principles of ESDGC.
- 62 In most of the primary schools visited, planning for ESDGC is a key part of the Foundation Phase curriculum. There is clear emphasis on planning practical learning activities both indoors and outdoors, and an awareness of the environment and the diversity of the people who live there. This forms a sound foundation from which to develop pupils' understanding of sustainable development and global citizenship.
- 63 In many primary and special schools where pupils' understanding of the key concepts of ESDGC is good or better, teachers often plan specific elements of the work within cross-curricular themes. Where this is done well, it ensures coverage within a specific timescale and progression year-on-year. This approach helps pupils to learn about the interdependence of sustainability and global citizenship. A good example of a cross-curricular approach where sustainable development and global citizenship are interlinked was in a school where pupils compared their locality, including the development of a local wind farm, with those of partner schools in other countries.
- 64 Case study 3 illustrates how a special school visited for the survey planned and successfully implemented an integrated project based on developing pupils' understanding of sustainable development and global citizenship.

### Case study 3

#### Context

Héronsbridge School, Bridgend has 233 pupils from the age of three to 19 years. All pupils have statements of special educational needs for severe, profound or complex learning difficulties.

In 2006, Heronsbridge joined a British Council 'Connecting Classrooms' cluster of nine schools: three each from Bridgend, Tanzania and Botswana. Since then, the project has continued with activities that have included 44 teacher-exchange visits between Heronsbridge and the other schools. This has resulted in a better

understanding of ESDGC issues in these schools. In particular, teachers returning to Africa have become successful advocates for equal opportunities for pupils with learning and physical disabilities in their schools.

### **Strategy**

In the last few years, as part of the school's ESDGC programme, the school has introduced a series of gardening projects, which have won awards at the Royal Horticultural Society flower shows including Chelsea. The aim of the projects was to explore sustainability issues, learn gardening skills, develop positive attitudes to healthy eating and contribute to pupils' understanding of global citizenship. To build on the school's success and to further promote ESDGC, the school set up a series of linked projects with its partner schools in Tanzania and Botswana.

### **Action**

The school has been successful in securing funding from a Welsh charity to develop both small and large scale gardening projects as part of its ESDGC programme. Many of the projects focus on growing food in a sustainable way with partner schools in Tanzania and Botswana. For example, in 2012, Heronsbridge extended its gardening project to include bee keeping. This inspired a partner Tanzanian school to set up a similar project which it is developing as an income source.

On a larger scale, charity funding enabled its partner schools in Africa to install fencing, shade netting and irrigation so that pupils could mirror Heronsbridge's food planting and harvesting project. In the African schools, the food produced is used to supplement school dinners, provide food boxes for vulnerable children such as orphans or those with HIV, and is sold to provide a small income.

In 2013, to explore sustainability issues further, pupils at Heronsbridge researched the concept of using keyhole gardening, which is a method of gardening which is based on recycling, composting and conserving water. Each school in the global partnership agreed to build a keyhole garden. Schools exchanged plans and photos of the building of the keyhole gardens, which included using local materials, and planting and harvesting crops. Heronsbridge pupils built a keyhole garden in the school orchard and another exhibit which won a highly commended award at the 2013 Royal Horticultural Society show in Cardiff.

### **Outcomes**

In the African schools, participation in the ESDGC projects has had a significant impact on attendance. This is largely because pupils have the opportunity for a daily nutritious meal, containing produce grown from the gardening projects. This has led to significantly improved pass rates for transition from primary to secondary education.

The project has helped Heronsbridge's pupils to:

- have a better understanding of the natural environment, sustainability, climate change and healthy eating;
- increase their confidence, resilience and achievement through taking part in

projects that challenge them and require commitment;

- develop their thinking, organisational, communication and decision-making skills through working with peers and adults in the local community and international partner-school communities; and
- develop a greater sense of global citizenship and understanding of other countries.

- 65 In a minority of schools visited, where planning is less successful, teachers do not plan ESDGC work well enough and key elements of ESDGC often take the form of separate mini-projects. A few schools visited use accreditation schemes such as eco-school status and healthy schools awards as the main vehicles to teach aspects of ESDGC. However, this often results in pupils understanding only specific aspects of ESDGC in isolation, without realising the interdependence between them.
- 66 Almost all schools use specific curricular areas such as geography, science, art, design technology and religious education as vehicles for delivering aspects of ESDGC. Many also use ESDGC as catalyst to deliver other subjects or topics.
- 67 Where secondary schools are most effective, teachers who specialise in specific subjects, such as geography, science, art, design technology and religious education, plan the coverage of ESDGC together. This strengthens the provision and ensures that teachers who have a better understanding of the more complex areas of ESDGC teach these. This results in pupils having a deeper understanding. A example of this is the work of the school in case study 4.

#### **Case study 4**

##### **Context**

Cwmtawe Community School is an 11-16 co-educational school in Neath Port Talbot local authority. There are 1,270 pupils on roll, with 18% eligible for free school meals. ESDGC is integrated into school practice and teaching, and supported by the school's co-ordinator. Pupils cover the seven themes of ESDGC across the curriculum and many are involved in extra-curricular activities and initiatives.

##### **Strategy**

The school undertook a whole-school mapping exercise of the provision of ESDGC to check continuity and coverage of the the seven themes of ESDGC across the curriculum.

##### **Action**

The school arranged a meeting with heads of department to outline the seven themes of ESDGC. Staff then carried out a curriculum audit of all subjects across key stage 3 and key stage 4 in order to identify where they incorporated the themes of ESDGC within the existing schemes of work. They then matched different themes and produced a planning grid and exemplars of pupils' work for a range of activities. The ESDGC co-ordinator collated these grids and placed exemplars into a portfolio

of evidence of good practice, which is useful for governors, staff and visitors to the school. In their planning grids, teachers include specific content from key stage 3 programmes of study and GCSE specifications, as well as activities linked to whole-school initiatives such as 'Eco-schools' and 'Healthy Schools' initiatives, extra-curricular activities and trips.

**Example of part of a completed grid for key stage 3 geography:**

| Year | Topic      | Wealth and poverty | Choices and decisions | Natural environment | Identity and culture | Health | Consumption and Waste | Climate Change | Example  |
|------|------------|--------------------|-----------------------|---------------------|----------------------|--------|-----------------------|----------------|--|
| 7    | Wales      | √                  | √                     | √                   | √                    | √      |                       |                | Wales and Jamaica are compared and contrasted in term of wealth, employment, literacy etc<br><br>Conflict in National Parks – an assessment based on identifying conflicts between users, their impact on others and the environment and prepared solutions. |
| 7    | Hazards    | √                  | √                     |                     |                      | √      | √                     |                | Comparing the response to hazards in MEDSs – Japan's 2011 earthquake and the 2006 Tsunami.<br><br>Building a model volcano from waste materials.   |
| 7    | Map skills |                    |                       | √                   |                      |        |                       |                | Pupils use OS maps to plan Duke of Edinburgh's award walks and find local features developing skills of identifying natural features on a map.   |

**Outcomes**

The mapping grids enable teachers to identify areas where ESDGC is already incorporated as well as opportunities for further development.

The collated grids also enable the ESDGC co-ordinator to look at overall provision across the curriculum and identify whether the seven themes are receiving equal coverage or if there is a need to develop content or activities. This leads to revision in planning, where appropriate.

As schemes of work are reviewed and updated, ESDGC can also be easily revised by referring to the grids. ESDGC is now fully integrated into the curriculum with input from all subjects, equally weighted between environmental issues, sustainable development and global citizenship. As a result, pupils can identify links between curriculum topics and school initiatives.

- 68 Planning in most of the secondary schools visited provides pupils with appropriate opportunities to develop their knowledge, skills and attitudes in most aspects of ESDGC relevant to their role in looking after the world. These aspects are strong features of the Welsh Baccalaureate. For example, this includes work with local food banks, fairtrade projects, holding a mock United Nations conference, and studying Mandarin as the language element of the Welsh Baccalaureate within a study of China.



- 69 Almost all schools have procedures in place for senior leaders to monitor and evaluate planning documents on a regular basis. However, few schools include ESDGC as a separate aspect of these procedures. In the few schools that monitor and evaluate the planning for ESDGC, the focus is generally on coverage rather than the quality of provision.

### Promoting ESDGC

- 70 All the schools visited provide a wide range of extra-curricular activities to promote ESDGC and extend pupils' knowledge and experience. Examples include:
- eco club;
  - school council;
  - culture club;
  - gardening club – allotment and farmers' market;
  - sports clubs – various sports;
  - healthy cookery club;
  - Comenius Project club;
  - fairtrade group;
  - Forest Schools;
  - fund-raising activities;
  - community projects;
  - language clubs; and
  - Urdd
- 71 When planned effectively, these activities improve pupil confidence and enhance the opportunities for them to learn more about issues related to ESDGC, for example the eco club enhances members' understanding about sustainability issues, while the healthy cookery club encourages healthy eating, and the Comenius project club raises pupils' awareness of global citizenship.
- 72 The proportion of pupils participating in extra-curricular activities is generally higher in primary schools than in secondary schools. The number of boys taking part in activities is generally the same as that of girls.
- 73 Almost all the schools visited promote sustainability and global citizenship visually in various ways. For example, displays of pupils' work are evident in all the schools. Pupils are able to describe clearly what displays are about, and understand that displays help to emphasise to pupils and adults the importance of sustainability and global citizenship.
- 74 All schools visited have an eco-schools and school council information board, displaying appropriate information about the work of these groups. Most schools display their awards, such as 'Eco-Schools Flag and Healthy Schools' awards, in a prominent place. Pupils and staff are proud of these achievements and most pupils can explain what the school needed to do to achieve the awards. The displays raise awareness of the importance of sustainability and global citizenship effectively among visitors to the school.
- 75 Where ESDGC is a well-embedded feature of the school's work, and the level of pupils' understanding of related issues and concepts is high, the standard and prominence of displays of related work are very good. Pupils can describe clearly what the school does to promote its work in this area and feel proud to be part of it. For example, one school's work on 'The Rights of the Child' is a prominent feature across the school, where there are related displays in all areas of the school, and the pupils have a clear understanding of the key principles involved with each one.

- 76 Many schools use their website and regularly produce and send newsletters to parents with dedicated areas to inform them of the school's work in ESDGC. This, in turn, raises parent's awareness of important issues, and suggests ways in which they can also play a part in sustainable development and global citizenship within and beyond the school community.
- 77 All the schools visited have followed accredited schemes in at least one area of ESDGC. Most of the schools have been successful in achieving accreditation at different levels following the 'Eco-schools' scheme. Many have also received recognition for their work in promoting 'Healthy Schools.' A minority have achieved an 'International School Award' for their work in promoting global citizenship. By raising pupils' awareness of and supporting fair trade, many schools have achieved 'Fair-trade Schools' status. Many of the schools have also been successful in achieving recognition for their part in supporting and following a variety of other initiatives.
- 78 Most schools agree that taking part in accredited schemes raises the profile of ESDGC within the school and the local community. They also agree that they help to raise pupils' awareness and improve their understanding of some related key principles. A minority of pupils take an active part in each project or scheme. While those pupils directly involved may gain a better understanding of some related key principles, this is not always communicated well enough to the other pupils. Only few schools can provide evidence to support the positive impact that these awards have on pupils' understanding of ESDGC as an area of learning.
- 79 Several of the schools visited perceive the awards as a type of status symbol, and once achieved they often give little priority to the practice that took place to achieve the award until the time comes to be re-assessed. A few schools feel that achieving these awards is an end in itself. For example, one school, having achieved a 'Platinum Flag' and 'Healthy School Status' awards, felt that there was 'nowhere else to go.'

### **Leadership, management and support for ESDGC**

- 80 Leaders in the majority of the schools visited for the survey identify ESDGC as one of their priorities. However, a minority do not and in many of these schools the responsibility for ESDGC development is not clear enough, resulting in sporadic coverage and limited pupil understanding of relevant issues.
- 81 Leaders in the majority of the schools visited have identified teachers who have specific responsibility for developing ESDGC. In these schools, leaders recognise that it is an important area of learning. In a minority of these schools, the responsibility is shared, with one teacher responsible for sustainable development and another for global citizenship. In one special school visited, where ESDGC is a strong feature, there is an overall co-ordinator, overseeing a team of other staff who have specific roles to develop different aspects of the work. This includes co-ordinators with responsibility for international links, healthy living, horticulture and recycling and waste minimisation. A few schools have appointed a co-ordinator for ESDGC very recently.

- 82 Where schools have identified members of staff with clear responsibility for leading and developing ESDGC, the provision is generally effective, and pupils' understanding of key principles is at least good. Where responsibilities are not clear enough, this is not the case.
- 83 Most schools have procedures in place to ensure accountability. Where schools are most successful, they have accountability routes that are clear to teachers and leaders. In primary schools, most ESDGC co-ordinators are accountable to the headteacher. In secondary and special schools visited, most are accountable to the deputy headteacher or a head of department.
- 84 Most schools have participated in professional development activities that relate to aspects of ESDGC within the last three years. In the majority of schools, the co-ordinator has taken part in activities organised by outside agencies and consequently, arranged and delivered training within the school for members of staff. Much of the training relates to specific aspects, usually to accredited schemes such as 'The Healthy Schools Programme' or the 'Eco-schools Project.' Where schools are most successful, and highlight ESDGC as one of their priorities, training is extensive and includes many aspects of the area of study. Many schools use the expertise of local authority or cluster staff to provide training support. In a few schools, where training is very limited, the internal arrangements allow individuals little development opportunities.
- 85 In one primary school visited, the co-ordinator has followed an ESDGC module as part of a Master's degree. This has been very useful in extending an understanding of the key principles of ESDGC, which they have been able to use effectively to develop staff awareness and influence provision. A few secondary school co-ordinators value their role as members of local authority ESDGC networks in order to update their knowledge and understanding of key issues.
- 86 One primary school visited made reference to the local authority's provision of an on-line notice-board and weekly newsletter, which keeps staff up-to-date and helps them to share good practice. Many schools are supported well by lead persons within the local authority when writing their policy and provision plans. However, a few schools have little or no support from the local authority and depend on external agencies for support and to meet their developmental needs.
- 87 Most schools visited indicated the need for further training in specific aspects of ESDGC, particularly in relation to recent changes. These changes include international school links, the UN Rights of the Child, ESDGC within personal and social education, and restorative practice. A few schools also indicated that they would appreciate training on the integration of literacy and numeracy within ESDGC, as well as leadership and management of ESDGC, particularly in monitoring and assessment. A few schools also suggested that a directory of good practice contacts within the regional consortium would be helpful.
- 88 To develop staff and pupil understanding of ESDGC, one secondary school established links with a school in a contrasting cultural context. This is illustrated in case study 5.

## **Case study 5**

### **Context**

Ysgol Aberconwy is an English-medium 11-18 school in Conwy. There are 893 pupils on roll with 16.5% eligible for free school meals.

### **Strategy**

As part of its planning for ESDGC, the school established links with a school from a contrasting culture.

### **Action**

The school became involved in a British Council programme and in 2008 the deputy headteacher travelled to China to establish a partnership with a high school in Chongqing.

Following the major earthquake that struck South West China, it became difficult to communicate with the school. However, through working with the British Council, Aberconwy secured a Chinese teacher to work at the school each year. The school also involved feeder primary schools as part of the project.

As the work continued, the school gained funding to establish a 'Confucius Classroom' through the Hanban's Confucius Institute in China. Aberconwy was one of two schools in North Wales to receive this funding. The successful schools worked collaboratively on the project. As a result, China has contributed financially and enabled the school to secure a dedicated classroom and invest in ICT resources and written materials, and ensured the allocation of a teacher from China for two years. The Confucius Institute in Cardiff also supported the school by providing funding for an extra Chinese language assistant.

Teachers also organise 'China days' for pupils to gain an insight into the culture of China. Currently, sixth form Welsh Baccalaureate students study Mandarin as the language element of the course. Two sets of Year 9 pupils study Mandarin as their second language and large groups of pupils across the school and in the feeder primary schools benefit in the school's 'Gorwelion' (Horizons) themed learning days, where they gain an opportunity to learn about the Chinese language and culture.

The headteacher this year visited China as the guest of Hanban. An important part of this visit was to meet with another proposed partner school.

### **Outcomes**

The school's links through the project have enabled pupils to gain a strong insight into the language, customs and culture of a contrasting country. This is achieved as part of global citizenship being taught within a real-life context. Pupils have also had the opportunity to learn another language.

- 89 The majority of the schools visited are aware of the Welsh Assembly Government publication: 'Education for Sustainable Development and Global Citizenship – A Common Understanding for Schools' (2008). Many have used the document to inform their policies and procedures. Almost all the schools where provision and standards of pupils' understanding of key principles of ESDGC is good, are aware of the publication, and use it to inform and guide practice. About a half of the schools use the annex contained in: 'Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales, Estyn, 2006' as a model for self-evaluation – see Appendix 2.
- 90 Many of the schools visited are involved in sharing good practice or working on joint projects with other local schools. For example, the school in case study 6 is a lead school for the UN Rights of The Child Project and restorative practice,<sup>1</sup> and members of staff often share their expertise in these areas with teachers from other schools.

### **Case study 6**

#### **Context**

Blaenymaes Primary School serves a Communities First area on the east side of Swansea. There are 190 pupils on roll with over 70% of pupils eligible for free school meals, which is the second highest proportion for primary schools in Wales.

#### **Strategy**

Because of the challenging social circumstance of many pupils, the school aims to make itself a safe, caring environment where pupils have a wide range of opportunities to experience the immediate and wider world around them. This has led to the aim of creating a whole-school ethos of responsibility and respect for self, others and the environment, with ESDGC forming a core part of the school's philosophy and practice.

The school aimed to use the 'respecting rights' agenda of the 'choices and decisions' aspect of ESDGC as a platform towards improving standards, attendance and behaviour.

#### **Action**

The school successfully introduced two key initiatives to help support the respecting rights agenda and improve pupil outcomes. These were a restorative justice scheme and attainment of the UNICEF level 2 'Rights Respecting School' award.

The school has incorporated the 'respecting rights' agenda into every aspect of school life: school policies, assemblies, all aspects of teaching and learning and special projects such as 'Fairtrade fortnight' and the appointment of pupil 'anti-bullying ambassadors'.

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<sup>1</sup> Restorative practice is an initiative used to attempt to reduce conflicts, disputes, anti-social behaviour and bullying.

To help embed the respecting rights agenda, the school displays the rights in all classrooms and around the school. The pupils chose a mascot to remind them of their rights, with every class having a soft toy 'rights respecting dragon' named Rhodri. The school has a close liaison with its UNICEF ambassador, who has taken Rhodri on a trek to Kilimanjaro and Machu Picchu. This was to raise funds to support children around the world, who are not having their basic rights met. The ambassador returns to the school to discuss Rhodri's journey with pupils and staff and this becomes part of the children's project work. For example, older pupils in key stage 2 created a poem: 'Recipe for a Rights Respecting School', which they presented as part of anti-bullying week at the Senedd.

### **Outcomes**

Pupils' participation in the restorative justice programme and UNICEF 'respecting rights' school award has helped them to:

- participate in and make well-informed decisions about aspects of school and community life;
- develop a greater sense of responsibility and respect for self and others;
- acquire a mature understanding of 'human rights' and 'the rights of the child'; and
- improve their behaviour, attendance and outcomes.

- 91 The confidence of teachers in delivering ESDGC is good or better in many of the schools visited. A very few leaders were unsure of how confident their staff were in delivering all aspects of it. Yet, in one of these schools, pupils' understanding of the key principles of ESDGC is good.
- 92 Around a half of the schools visited have representatives on a range of external bodies related to ESDGC. These include, for example, the National Eco Committee of Wales, Swansea Environmental Forum, CILT trilingual project, Fairtrade Wales; Oxfam Cymru, Christian Aid, Fair Trade Wales, Cyfanfyd and Wales for Africa Hub. In these schools, ESDGC tends to have a high status. Teachers value the support provided by relevant external bodies in raising their awareness of current issues and providing them with training opportunities.
- 93 Most schools include aspects of ESDGC within their on-going self-evaluation procedures and evaluate it on an annual basis. However, leaders generally restrict evaluation to provision and planning, with very few schools evaluating the impact of its provision on pupils' understanding.
- 94 ESDGC has featured as a priority in the development plans of many schools visited for the survey within the last three years. Pupils in these schools generally have a clear understanding of its key principles.
- 95 Around a half of schools visited include ESDGC as an agenda item at staff and senior management team meetings. Staff in almost all schools discuss related issues when appropriate.

- 96 Many of the schools visited have a member of the governing body with particular responsibility for ESDGC. Many of these governors meet regularly with coordinators to discuss developments and feed back to the full governing body meeting. This ensures that the governors know about the activities and developments at the school in this area and this helps them to support the school appropriately. Very few governors have received training about ESDGC other than from the school. Few governors are aware of local authority training events specifically related to ESDGC. As a result, few governors feel confident to support or challenge the schools in relation to this area of work.

## Appendix 1

### Evidence base

The findings and recommendations of the thematic survey are based on an analysis of Estyn inspection findings from primary, secondary and special schools from 2010 to 2013 and visits to a representative sample of 10 primary schools, 10 secondary schools and two special schools. The sample includes examples of schools exemplifying good practice in ESDGC.

During the visits to schools, inspectors interviewed members of the senior management team, teachers with responsibility for developing ESDGC, a sample of pupils and pupil members of relevant committees. They also scrutinised pupils' work and relevant displays around the schools.

### Sample of schools visited

Bedwas High School, Caerphilly  
Blaenymaes Primary School, Swansea  
Caerleon Comprehensive School, Newport  
Cardigan County Secondary School, Ceredigion  
Cefn Hengoed Community School, Swansea  
Crickhowell High School, Powys  
Cwmtawe Community School, Neath Port Talbot  
Heronbridge School, Bridgend  
Llandysilio C.I.W. School, Powys  
Mount Stuart Primary School, Cardiff  
Pontllanfraith Comprehensive School, Caerphilly  
St Mark's VAP School, Pembrokeshire  
St Philip Evans Roman Catholic Primary School, Cardiff  
Swiss Valley CP School, Carmarthenshire  
Ysgol Aberconwy, Conwy  
Ysgol Eifionydd, Gwynedd  
Ysgol Glancegin, Gwynedd  
Ysgol Gyfun Gymraeg Bro Myrddin, Carmarthenshire  
Ysgol Gynradd Gymraeg Tirdeunaw, Swansea  
Ysgol Hafod Lon, Gwynedd  
Ysgol Plascrug, Ceredigion  
Ysgol Y Berllan Deg, Cardiff

### References

A Supplementary guidance for inspectors on Education for Sustainable Development and Global Citizenship in schools, Estyn, 2013

Education for Sustainable Development and Global Citizenship – A Common Understanding for Schools, Welsh Assembly Government, 2008



ESDGC: Progress in education for sustainable development and global citizenship

Education for Sustainable Development and Global Citizenship – A Strategy for Action, Welsh Assembly Government, 2006

Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales, Estyn, 2006

## Appendix 2

### From appendix in 2006 report: Education for Sustainable Development and Global Citizenship – a model

| level ☺<br>aspect ☺  | basic   | developing   | developed   | embedded  |
|--|---|--|---|---|
| <b>curriculum coverage</b>                                 | <ul style="list-style-type: none"> <li>• Environmental issues take prominence over SD or GC</li> <li>• Coverage largely limited to subject requirements</li> </ul>      | <ul style="list-style-type: none"> <li>• ESD or EGC explicitly addressed in some subjects</li> <li>• Award scheme or school linking contributes to some aspects of the curriculum</li> <li>• ESDGC seen as primarily relating to environmental issues</li> </ul> | <ul style="list-style-type: none"> <li>• ESD and GC planned for and addressed in range of subjects</li> <li>• Award schemes, initiatives, school links contribute to whole-school curriculum</li> </ul>   | <ul style="list-style-type: none"> <li>• ESDGC integrated across the whole school curriculum</li> <li>• Development of ESDGC-relevant understanding, skills and values is made explicit in plans</li> <li>• Outcomes for learners are monitored</li> </ul>    |
| <b>learner awareness, understanding, skills and values</b> | <ul style="list-style-type: none"> <li>• Limited to some subject areas</li> <li>• No or limited understanding of local-global relations and of SD and GC</li> </ul>     | <ul style="list-style-type: none"> <li>• Ability to apply SDGC learning across subjects and in extra-curricular activities</li> <li>• Awareness of diversity and local global connections</li> <li>• Developing social skills and values</li> </ul>              | <ul style="list-style-type: none"> <li>• Ability to relate local issues to global concerns and vice versa</li> <li>• Clear development of understanding of topical SD and GC issues</li> <li>• Skills of enquiry, critical analysis and communication clearly developed in context</li> </ul> | <ul style="list-style-type: none"> <li>• Learners develop their understanding and skills through carrying out their own initiatives</li> </ul>  |
| <b>learner behaviour</b>                                   | <ul style="list-style-type: none"> <li>• Largely limited to the involvement of a few learners in recycling and occasional initiatives such as charity events</li> </ul> | <ul style="list-style-type: none"> <li>• Developing participation of learners</li> <li>• For ESDGC it is mainly concerned with environmental situations and/or one-off events</li> </ul>   | <ul style="list-style-type: none"> <li>• Learner participation, including decision making, forms ongoing part of school or college life, eg through school or student council</li> <li>• Peer support in, for example, conflict resolution/anti-bullying</li> </ul>                           | <ul style="list-style-type: none"> <li>• Learners make regular suggestions for and take initiatives in SD and GC practices of the school</li> </ul>   |
| <b>institutional policies and practices</b>                | <ul style="list-style-type: none"> <li>• ESDGC generally perceived as 'another initiative'</li> <li>• Recycling initiatives may be promoted</li> </ul>                  | <ul style="list-style-type: none"> <li>• Involvement in scheme or initiative typically reliant on one or two staff members</li> <li>• Some explicit attention to sustainable energy practice</li> <li>• Some staff aware of ESDGC through CPD</li> </ul>         | <ul style="list-style-type: none"> <li>• Senior managers provide leadership on ESDGC</li> <li>• Development plans and policies refer to ESDGC</li> </ul>  | <ul style="list-style-type: none"> <li>• ESDGC forms core part of the institutional philosophy and practice, and is monitored, evaluated and regularly developed</li> <li>• Specific ESDGC resources and responsibilities are allocated in budgets</li> </ul> |

**The remit author and survey team**

|                      |                |
|----------------------|----------------|
| Huw Watkins HMI      | Remit author   |
| Anthony Bate AI      | Team inspector |
| Denise Wade HMI      | Team inspector |
| Gareth Wyn Jones HMI | Team inspector |
| Michelle Gosney AI   | Team inspector |

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|---|-----------------------------------|
| <b>Denbighshire County Council<br/>         Standing Advisory Council for Religious Education<br/>         (SACRE)</b>  |                                   |
| Date of Meeting:  | 22 October 2014                   |
| Agenda Item:  | <b>8</b> RE AND LOCAL COMMUNITIES |
| <u>Background</u><br><br>Denbighshire SACRE has commissioned the creation of a selection of case studies to support the schools working with their local religious communities. |                                   |
| <u>Purpose</u><br>Verbal update of the project  |                                   |
| <u>Recommendations:</u>   |                                   |
| <ul style="list-style-type: none"> <li>• To receive the report</li> </ul>   |                                   |

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|  |          |                 |
|--|----------|-----------------|
| <b>Denbighshire County Council<br/>Standing Advisory Council for Religious Education<br/>(SACRE)</b>   |          |                 |
| Date of Meeting:   |          | 22 October 2014 |
| Agenda Item:   | <b>9</b> | WASACRE         |
| <u>Background to the Report:</u>   |          |                 |
| <p>SACRE continues to be a member of the Wales Association of SACREs, and receives reports on meetings from members attending, copies of minutes of meetings and any other reports from the Association.</p> |          |                 |
| <u>Purpose of the Report:</u>  |          |                 |
| <p>For members to be informed as to the focus and main outcomes of the previous meeting.</p>   |          |                 |
| <u>Recommendations:</u>  |          |                 |
| <ul style="list-style-type: none"> <li>▪ To receive the minutes of the previous meeting.</li> <li>▪ To agree attendance to the next WASACRE (Pontypool 26<sup>th</sup> November)</li> </ul>                  |          |                 |

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Cyfarfod Cymdeithas CYSAAGau Cymru, Powys (Siambr y Cyngor, Neuadd y Sir, Llandrindod Wells), 2 July 2014 (10.30am – 3pm)

*Wales Association of SACREs meeting, Powys (Council Chamber, County Hall, Llandrindod Wells), 2 July 2014 (10.30am – 3pm)*

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| <p><b>Ynys Môn / Anglesey</b><br/>Bethan James<br/>Rheinallt Thomas</p> <p><b>Blaenau Gwent</b><br/>Gill Vaisey</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b></p> <p><b>Caerffili/ Caerphilly</b><br/>Cllr John Taylor<br/>Vicky Thomas<br/>Ruth Gray<br/>Cllr Michael Gray</p> <p><b>Caerdydd / Cardiff</b></p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b><br/>Mary Parry<br/>Helen Gibbon<br/>Gwyneth Thomas</p> <p><b>Ceredigion</b></p> <p><b>Conwy</b><br/>Phil Lord</p> | <p><b>Sir Ddinbych / Denbighshire</b><br/>Phil Lord<br/>Gavin Craigen</p> <p><b>Sir y Fflint / Flintshire</b><br/>Phil Lord</p> <p><b>Gwynedd</b><br/>Bethan James<br/>Miriam Amllyn</p> <p><b>Merthyr Tudful / Merthyr Tydfil</b><br/>Cllr Ernie Galsworthy</p> <p><b>Sir Fynwy / Monmouthshire</b><br/>Gill Vaisey</p> <p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b></p> <p><b>Casnewydd / Newport</b><br/>Vicky Thomas<br/>Huw Stephens<br/>Sally Northcott</p> <p><b>Sir Benfro / Pembrokeshire</b><br/>Huw George</p> <p><b>Powys</b><br/>John Mitson<br/>Christine Robinson</p> | <p><b>Rhondda Cynon Taf</b></p> <p><b>Abertawe / Swansea</b><br/>Vicky Thomas</p> <p><b>Torfaen</b><br/>Vicky Thomas</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b><br/>Dafydd Treharne</p> <p><b>Wrecsam / Wrexham</b><br/>Libby Jones</p> <p><b>Sylwedyddion / Observers</b><br/>Tudor Thomas (WJEC)</p> |
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## **Draft Minutes**

### **1. Cyflwyniad a chroeso / Introduction and welcome**

Cllr Roche Davies gave members a warm welcome to Powys and said how delighted he was that the meeting was being held within his term of office. He emphasised how RE is a unique subject as it is locally determined and that he was pleased to say it is a popular subject in Powys schools, including at GCSE level. Cllr Roche gave his best wishes to members for the main meeting and the AGM this afternoon.

Vice Chair, Gavin Craigen chaired the meeting and thanked Cllr Davies for his words and for hosting the event.

### **2. Adfyfrio tawel / Quiet reflection**

Gavin Craigen asked members to reflect on their role in ensuring quality religious education that is effective, and how vital RE is today in a time when so much violent extremism takes place.

### **3. Ymddiheuriadau / Apologies**

Tania ap Sion, Jen Malcolm, Edward Evans, Sue Cave, Carys Pritchard, Ernie Glasworthy, Meinir Loader, Cllr Michael Williams, Wyn Meredith, Dave Mackie, Nicholas Richter, Tim Rowlands. (Mark Durbin)

### **4. Cofnodion y cyfarfod a gynhaliwyd yng Nghaerffili, 27 Mawrth 2014 / Minutes of meeting held in Caerphilly, 27 March 2014**

P4. Item 6. A discussion regarding the new RENews website arrangements took place and questions were raised as to how the website will be publicised. It was confirmed that there will be no password from September and therefore anyone can access the website from then on. A link from the WASACRE website to the RENews website was suggested and well received by members. P6. Item 9. Phil Lord confirmed that flyers for REQM are ready and have been sent to SACREs. Phil is putting together a letter to explain how the quality mark can be used and encouraged other SACREs to do the same. Vicky Thomas and Gill Vaisey have already done this in the SACREs they service and Vicky highlighted the usefulness of the REQM as a self-evaluation tool for teachers even if they do not go for the mark and the importance of the information reaching the right person in school. Gavin Craigen pointed out how helpful feedback from schools would be about how useful the REQM is and how they have used it. This could then be shared with all SACREs for circulation to their schools. P7. Item 10. Libby Jones corrected the spelling of OFQUAL in the minutes.

The minutes were accepted as an accurate record of the meeting. This was proposed by Phil Lord and seconded by Michael Gray.

### **5. Diweddariadau/Up-dates:**

#### **(a) Cyngor AG yng Nghaerdydd / RE Council AGM in Cardiff**

In his feedback Gavin Craigen described the welcome speech given by the Minister for Education and Skills, Huw Lewis as being positively received by members of the RE Council (A copy of the speech was included in the WASACRE papers). The speech sent a positive message about Religious Education in Wales and as this was the Minister's first

speech that included anything about RE it was very encouraging. The Minister ended his speech by inviting a response from the RE Council to the current curriculum review in Wales. The REC agreed to liaise with WASACRE before sending a response to Welsh Government. Following that meeting a request was sent by WASACRE to the Minister's office asking to be part of that review. The request was granted and representatives from the WASACRE Executive committee were invited to a meeting on Friday, 20 June 2014, with Professor Graham Donaldson who is leading the review. Other key messages from the REC AGM included the ongoing issue about representation on the board for Wales. Currently the representatives are Tania ap Sion and Gavin Craigen, the REC are looking in to the possibility of securing a more flexible representation in future. WASACRE is in correspondence with the REC to ensure that a fair and effective representation for Wales is secured. Rheinallt Thomas told members that at the recent Free Church Council meeting members were motivated and encouraged by Huw Lewis' speech and as a result a letter was sent to encourage all Free Church members to write to Welsh Government to request better support for SACREs and to emphasise the need for RE advisors, pointing out that the principles in the Minister's speech are in danger of being lost owing to consortia changes. Rheinallt confirmed that many letters have gone from the Free Church Council. Vicky Thomas added that teachers have been encouraged by his comments, but Welsh Government needs to be reminded of them. High quality religious education only happens with good training, appropriate CPD and support provided by Local Authorities. A copy of the Minister's speech will be kept on file to be used at appropriate times. Gavin Craigen concluded the discussion by confirming that the letter of response from the Minister had answered WASACRE's request to meet with the minister annually, as we did with Leighton Andrews. The letter stated that Huw Lewis would like to give consideration to reinstalling that meeting after the review. Members agreed that WASACRE need to keep an eye on this situation and make sure it happens.

(b) Adolygiad Donaldson / *Donaldson Review*

Libby Jones gave a brief outline of the on-going Welsh Government curriculum review and WASACREs place within it, from the meeting in Dolgellau on 12 June at which the questionnaire was completed, to the meeting on 20 June involving representatives from the WASACRE Executive, (Tania ap Sion, Libby Jones, Mary Parry, Vicky Thomas, Professor Leslie Francis) and Professor Donaldson. Members were assured that the meeting was positive and the main points raised at the meeting with Professor Donaldson were shared. 1. The historical context of religious education and SACREs within Welsh education. 2. The current situation in Wales. 3. The importance of religious education and its contribution to the education of our young people, the three national priorities and community cohesion. 4. The importance of training for teachers, including Initial Teacher Training in religious education. Professor Donaldson raised the issue of negative comments about RE coming from some pupils that he had met with as part of the review. WASACRE representatives at the meeting agreed to send him a list of schools where he can find best practice in RE. Vicky Thomas, who attended the meeting, said that it was made very clear that a review of the curriculum would have implications for RE and the National Framework for RE. She felt that Professor Donaldson had received that message loud and clear and that any changes to the curriculum would need to be considered for RE. Bethan James thanked those who attended both the meeting in Dolgellau and Cardiff and reiterated the importance of finding those schools that can provide rich examples of good practice in RE and urged members to look for such examples and ask their own SACREs to do the same.

(c) EFTRE / *EFTRE*

Phil Lord confirmed that the EFTRE report has been shared with the Executive committee. The main points from the report were as follows: The importance of the commitment of EFTRE members; the possible funding of some of the further Eastern European countries where there is commitment to RE and EFTRE but lack of money; the wealth of experience on the board and a commitment to make the board more visible. Phil urged members to look at the website for further information and explained that he has been asked to put something together to reflect the situation in Wales, which will be available on the website in the future. A newsletter will also be created including views of pupils and teachers in Wales. Gavin Craigen said that it is very important to have this representation and thanked Phil and WASACRE for the support. Phil concluded his report by saying that Wales was not mentioned in their gift to EFTRE as other countries were in the meeting, however it was confirmed in the Executive meeting by John Mitson that the £90.00 subscription for 2013 went to EFTRE from WASACRE. Rheinallt Thomas reminded members that there used to be a fund set up to support Eastern European countries which was based in Switzerland- The Walter Stenhouse Trust, and suggested that we need to look in to this.

(d) Hyfforddiant CCYSAGauC / *WASACRE training*

Bethan referred back to the conference in October 2013 and Gavin's KS3 training, both of which she felt established a good way to fill the gap in providing training for RE teachers no longer offered by local authorities and consortia. A paper has been created by NAPfRE outlining possible training ideas.

**6. Cyflwyniad NAPfRE: CYSAGau a'r trefniadau Consortia**

***NAPfRE presentation: SACREs and current Consortia arrangements***

Members were shown a PowerPoint which was presented by Mary, Gill, Bethan, Libby, Vicky and Phil. They described and explained the new arrangements for each consortia and how SACREs are supported now in each local authority as a result of the changes. Following the presentation Rheinallt Thomas asked whether SACREs monitor the training in colleges in their area because they should be doing so. That dialogue needs to be happening and can be facilitated through Rachel Bendall at Trinity college/Swansea. Vicky Thomas raised the issue of how SACREs can continue supporting local authorities in religious education and the current challenges SACREs face including personnel e.g. what happens when the current consultants are gone and the system leaders like Carys have the responsibility for SACRE taken away from them? The message from this suggested that SACREs need to be more proactive and less reliant on the LA/Consortia rep or consultant servicing their SACRE. An issue was raised by the Baptist representative for Powys SACRE that Faith groups don't know about SACREs and SACREs don't know about them. This needs to be addressed.

An activity followed this presentation which involved members working in groups to discuss the following questions:

1. How can members contribute to the work of SACREs?
2. How can we ensure regular attendance from the 3 groups and co-opted members?
3. How could you persuade people to become a SACRE member?
4. How can we monitor Religious Education and collective worship?
5. How can we support schools to deliver good RE and CW

6. How can we ensure that local authorities support the function of SACREs sufficient money/funding

Some of the feedback from these questions included: Each representative on any SACRE should have in place a deputy who attends in their place when they are unable to attend themselves; SACREs need to be proactive in contacting faith groups and organisations by inviting them to send a representative of their choice to SACRE meetings. This can be done by writing letters to schools and local faith groups, actively encouraging their support. With regard to teacher representatives once a teacher has been selected for a SACRE the teaching union should be asked if they are happy for that person to represent their union on SACRE; Some SACREs including Powys offer members the opportunity to observe collective worship and visit schools on a regular basis to help the monitoring process.

Phil Lord encouraged members to take this activity back to their SACRE and to discuss the answers to these questions with careful consideration.

**7. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 14 Mai 2014 /*Report from the Executive Committee held on 14 May 2014***

The date for the next Executive meeting is 26 September 2014 not 25 September 2014. The report was amended by Libby Jones and was accepted as an accurate record.

**8. Gohebiaeth /*Correspondence***

All covered within previous items or with the executive committee.

**9. Enwebiadau ar gyfer y Pwyllgor Gwaith / *Nominations for Executive Committee***

Gavin Craigen reminded members that they are required to vote for two new members to the Executive committee and voting commenced.

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

**11. Dyddiad y cyfarfod nesaf / *Date for next meeting: 26 November 2014, Pontypool.*  
*Dyddiadau cyfarfodydd yn y dyfodol / Future meeting dates:***

Spring meeting- Neath Port Talbot, 6 March 2015

Summer meeting- Flintshire 25 June, 2015

Autumn meeting- Blaenau Gwent, 25 November 2015

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