

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

Date: 6 October 2020

Direct Dial: 01824 712568

e-mail: democratic@denbighshire.gov.uk

Dear Sir / Madam

You are invited to attend a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** to be held at **10.00 am** on **WEDNESDAY, 14 OCTOBER 2020 BY VIDEO CONFERENCE.**

**PLEASE NOTE: DUE TO THE CURRENT RESTRICTIONS ON TRAVEL AND THE REQUIREMENT FOR SOCIAL DISTANCING THIS MEETING WILL NOT BE HELD AT ITS USUAL LOCATION. THIS WILL BE A REMOTE MEETING BY VIDEO CONFERENCE AND NOT OPEN TO THE PUBLIC.**

Yours sincerely

G Williams  
Head of Legal, HR and Democratic Services

## **AGENDA**

### **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 - 8)

To receive and approve the minutes of the Denbighshire SACRE meeting held on 5 February 2020 (copy enclosed).

**5 SACRE DRAFT ANNUAL REPORT 2019/20** (Pages 9 - 20)

To consider and approve the draft SACRE Annual Report 2019/20 (copy enclosed).

**6 ANALYSIS OF INSPECTION REPORTS** (Pages 21 - 24)

To receive the analysis of recent Estyn Inspection Reports (copy enclosed).

**7 CURRICULUM FOR WALES 2022** (Pages 25 - 26)

To update SACRE on the progress of Welsh Government and schools' preparation for the new curriculum.

**8 DATE OF NEXT MEETING**

To be confirmed.

**MEMBERSHIP**

**Councillors Representing Denbighshire County Council**

Ellie Chard (Chair)  
Tony Flynn  
Emrys Wynne

Rachel Flynn  
Cheryl Williams

**Representing Religious Denominations**

Mr. Dominic Oakes (Vice Chair)  
Rev. B H Jones  
Rev. Martin Evans-Jones  
Ms Mary Ludenbach

Lt. Sian Radford  
Jennie Downes  
Collette Owen

**Representing Teacher Associations**

Mrs C Harmsworth

Ms. Ali Ballantyne

**Co-opted Members**

Ms. Tania Ap Siôn

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## LOCAL GOVERNMENT ACT 2000

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### Code of Conduct for Members

### DISCLOSURE AND REGISTRATION OF INTERESTS

I, *(name)*

a \*member/co-opted member of  
*(\*please delete as appropriate)*

**Denbighshire County Council**

**CONFIRM** that I have declared a \***personal / personal and prejudicial** interest not previously declared in accordance with the provisions of Part III of the Council's Code of Conduct for Members, in respect of the following:-  
*(\*please delete as appropriate)*

Date of Disclosure:

Committee *(please specify)*:

Agenda Item No.

Subject Matter:

Nature of Interest:

*(See the note below)\**

Signed

Date

\*Note: Please provide sufficient detail e.g. 'I am the owner of land adjacent to the application for planning permission made by Mr Jones', or 'My husband / wife is an employee of the company which has made an application for financial assistance'.

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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 Christ The Word Catholic School, Cefndy Road, Rhyl LL18 2EU on Wednesday, 5 February 2020 at 10.00 am.

### **PRESENT**

Councillors Ellie Chard, Tony Flynn, Rachel Flynn and Cheryl Williams, Rev Brian H Jones, Ali Balentine

### **ALSO PRESENT**

Phil Lord (RE Adviser), Graham French (Bangor University: Lecturer in Education and Post Graduate Lead for the School of Education and Human Development), and Committee Administrator (RTJ)

#### **1 APOLOGIES**

There were no apologies.

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

Councillor Rachel Flynn – declared a personal interest as her son attended a school in Denbighshire.

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

Councillor Ellie Chard thanked the school Christ the Word for allowing the Committee to hold their meeting at the school, alongside having a guided tour of the facilities of the new school.

The R.E advisor informed the committee that the proposed joint SACRE meetings between Conwy and Denbighshire would not happen, and that separate meetings would continue as planned.

Councillor Rachel Flynn apologised for not attending the past meetings, as she had not been aware that she was a member.

#### **4 MINUTES OF LAST MEETING**

The minutes of the SACRE meeting held 16 October 2019 were submitted for approval.

***RESOLVED** that the SACRE confirm the minutes of the meeting held on the 16 October 2019 as an accurate record.*

#### **5 TRAINING TOMORROW'S TEACHERS CABAN AND RELIGIOUS EDUCATION**

Graham French (GF) – Bangor University: Lecturer in Education and Post Graduate Lead for the School of Education and Human Development, presented the committee with a presentation which highlighted how Caban (Chester/Bangor North Wales Partnership) trains the teachers of tomorrow with a focus on Religious Education.

The partnership aimed towards new teachers across the region being fully prepared to deliver on the ambitious targets that Wales had set for the quality of its education. The committee were informed that there were other partnerships across Wales, however the Caban was a partnership which worked well due to geographical location.

Members were informed of the Education through Regional Working (ERW) and the Professional Standards for Teaching and Leadership (PTSL). This was a new method of training, unlike the old method of a tick box system the new system was a form of 'passport' which held data for the teachers and their skills. The PTSL had five key standards which concentrated on the essential elements of every teacher's work, from trainee teacher to experienced school leader. The method was rolled out to hopefully ensure that teachers would stay in education longer than a five year period.

The committee queried with GF how the data was inputted for teachers, and whether school governors had access to the information. In response GF informed the committee the information was inputted by the teachers onto ERW who were the 'gatekeepers' for the information. With regards to who could see the information it was up to the teachers' discretion if they wished to share the information. The committee were also reassured that the information was all kept safe and in line with GDPR.

GF informed the committee that there were many schools which had been identified as having good practice regarding teaching and attracting new teachers. There was a focus on networking schools to allow these practises to be shared amongst them.

The committee were also informed about the Collaborative Institute for Education Research, Evidence and Impact (CIEREI) which was a collaborative, bilingual, multi-disciplinary institute for the creation of research evidence with the primary aim of positively impacting learning and wellbeing for children through schools. The CIEREI's aims were

- Build a vibrant research community that would inform current educational practice, initial teacher education programmes, and the ongoing professional development of teachers
- Work collaboratively and strategically with existing groups and centres that undertake educational research
- Develop and strengthen teachers' and school leaders' skills and knowledge in evidence-based educational practice

The committee thanked GF for the extensive information in the presentation. He informed the committee that if they wished to receive a copy of the presentation he would happily circulate it to members.

**RESOLVED** that the committee note the report on *Training Tomorrow's Teachers Caban and Religious Education*.

## **6 DRAFT RELIGIOUS EDUCATION SUPPORTING FRAMEWORK**

The R.E. Advisor presented the report on the Draft Religious Education Supporting Framework (previously circulated). The framework was an addition to the Curriculum for Wales. It was Welsh Government and WASACRE's hope that the framework would become the LAs Agreed Syllabus from 2022.

This supporting framework offered further information on how religious education could be taught within Humanities. It has been written by practitioners and religious education experts and produced by the Welsh Government. The ethos and philosophy of this framework corresponded to that of the Curriculum for Wales. Religious education formed part of the Humanities Area of Learning and Experience (AoLE) within the new Curriculum for Wales. Humanities encompassed religious education, business studies, geography, history and social studies.

There were clear links and interdependencies between Humanities and the other five areas of learning and experience.

Each area of learning and experience had been designed to operate together as part of a holistic curriculum. Learning should be coherent and planned across all the different areas building on inherent links, dependencies and interdependencies. These links should be drawn upon during curriculum planning, with practitioners working creatively and collaboratively to support learners' realisation of the four purposes of the curriculum. There were rich opportunities for religious education across all areas of learning and experience.

The committee queried whether the framework was relevant for schools which were funded by local government. The advisor clarified it was a statutory requirement and would be taught throughout Wales for all learners from age 3 to 16.

The committee praised the positivity within the new framework, it was queried whether religious education could have a local aspect to the teaching along the Cynfein aspect which was touched upon in the framework, and this aspect would make education more enjoyable whilst learning about the local area.

**RESOLVED** that the SACRE endorses the report and its contents and the convening of a meeting of SACRE to review the draft framework.

## **7 MAKING THE CONWY AND DENBIGHSHIRE SACRE COLLABORATION WORK**

This item was not discussed as it was agreed that separate meetings would continue.

## **8 SACRE NEWSLETTER**

The RE Adviser circulated copies to members of the Newsletter called Reach. Once the newsletter had been translated it would be circulated to all schools. The intention was to produce at least one newsletter each year. The main reason for the annual circulation was the financial constraints and working capacity.

The committee praised the newsletter and endorsed the content for circulation to local authority schools.

**RESOLVED** that the SACRE endorse the newsletter for circulation to schools once a bilingual version was available.

**9 SACRE SCHOOL QUESTIONNAIRE**

**RESOLVED** that the committee agree the questions within the SACRE school questionnaire for circulation to schools once a bilingual version was available.

**10 WASACRE**

**RESOLVED** that the committee note the minutes of the WASACRE meeting.

**11 DATE OF DENBIGHSHIRE'S NEXT MEETINGS**

The dates of SACRE's next meetings were noted.



<b>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</b>		
Date of Meeting:		14 October 2020
Agenda Item:	<b>5</b>	SACRE DRAFT ANNUAL REPORT 2019/20
<u><i>Background to the Report:</i></u>		
<p>It is a statutory requirement on the SACRE to produce and Annual Report of its work, and that this Annual Report be made available to DfES by December 31st.</p>		
<u><i>Purpose of the Report:</i></u>		
<p>To identify and record the work of the SACRE for the year from September 2019– July 2020</p>		
<u><i>Recommendations:</i></u>		
<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, and made available 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

**2019-20**

## 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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## 1. Executive Summary

Executive Summary		
<i>Topics/Issues:</i>	<i>Advice given:</i>	<i>Implemented By LA:</i>
RE: Agreed Syllabus	<ul style="list-style-type: none"> <li>The agreed syllabus conference continues to be deferred on the advice of WASACRE, due to the current curriculum reform.</li> </ul>	✓
RE: Standards	<ul style="list-style-type: none"> <li>Following consideration of Inspection Reports, schools are 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>Members received a presentation from Bangor University Lecturer regarding Chester/Bangor North Wales Partnership training the teachers of tomorrow.</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.</li> </ul>	✓
Other Matters: Local	<ul style="list-style-type: none"> <li>SACRE continued to meet in local secondary schools this year.</li> <li>Members continue to discuss how best to monitor standards in schools.</li> </ul>	✓ ✓
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 (Education Wales).</li> <li>Members discussed and provided feedback on two Welsh Government Consultations.</li> <li>The SACRE maintain its membership of WASACRE, representatives attend and report back on the meetings of the association.</li> </ul>	✓ ✓ ✓ ✓
Other Matters: additional	<ul style="list-style-type: none"> <li>No other additional matters.</li> </ul>	
Complaints	<ul style="list-style-type: none"> <li>No complaints received.</li> </ul>	

### 2. Advice Given to the Local Authority

#### b. 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)

The planning document 'Comprehensive Guide to RE' and 'RE in the Foundation Phase', which complement the Agreed Syllabus, continue to be requested and used by schools. The resources are available on a Hwb Network - North Wales Religious Education Network.

##### ii. Standards

#### Examinations Reports

Due to new guidance from Welsh Government on the way data is presented and to avoid arbitrary comparison of schools members did not discuss the examination data for examinations taken in 2019.

#### 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.

Members were informed of Estyn's intention to cease standard inspections from Sept 2020-21 to allow schools time to prepare for the new curriculum beginning September 2022.

#### b. Methods of teaching

The SACRE and the 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.

No advice has been given to schools regarding methods of teaching in 2019-20.

## Choosing teaching resources

The SACRE does not formally advise schools in the matter of purchasing teaching resources, deeming this to be a matter for the schools themselves.

Support materials including lessons and access to resources for schools were made available on various digital platforms and distributed by GwE during the lockdown beginning in March due to Covid-19.

## Provision of Initial Teacher Training

Bangor University: Lecturer in Education and Post Graduate Lead for the School of Education and Human Development, provided members with a presentation which highlighted how Caban (Chester/Bangor North Wales Partnership) trains the teachers of tomorrow with a focus on Religious Education.

## c) Collective Worship

### Monitoring provision

#### Inspection Reports

As part of the process of monitoring, Estyn Inspection Reports are analysed for comments on 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.

14 Estyn reports were analysed for specific references to Collective Worship or SMSC and discussed by members in 2019-20. Positive comments pertaining to Collective Worship or SMSC were distributed as follows:

<b>Positive Comments in Inspection Areas:</b>	<b>No of schools</b>
Standards	1
Wellbeing and attitudes to learning	10
Teaching and Learning Experiences	2
Care, Support and Guidance	13

### 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'.

Support materials including lessons and access to resources for schools during the lockdown beginning in March due to Covid-19 were made available on various digital platforms and distributed by GwE.

Teachers can join a Hwb Network – North Wales Religious Education Network. Guidance documents can be accessed from the Networks's Hwb page.



#### **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.

An annual newsletter had been created informing schools of important information regarding Religious Education and the new curriculum, but due to COVID-19 the newsletter had not been sent to schools during this academic year. Links to resources have been included in the newsletter.

Self-evaluation materials continue to be 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 members met twice during the academic year, the Autumn meeting was held in a LA meeting room, the spring meeting took place in Christ the Word Catholic School in Rhyl.

#### **b) National**

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

Members received reports on the findings from school inspections. Members were informed of Estyn's intention to cease standard inspections in 2020-21 to allow schools time to prepare for the new curriculum beginning September 2022. Estyn ceased inspections in March 2020 due to schools coping with the COVID-19 pandemic.

##### **(ii) DFES (Education Wales):**

Members received a report on the Draft Religious Education Supporting Framework. The framework is an addition to the Curriculum for Wales.

Members discussed and provided feedback on two Welsh Government Consultations –

- 1) Consultation on proposals to ensure access to the full curriculum for all learners.
- 2) Curriculum for Wales: Religion, values and ethics.

**(iii) WASACRE**

Members of SACRE and the LA were represented at two 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**

Jennie Downes

**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 Ellie Chard

Councillor Tony Flynn

Councillor Emrys Wynne

Councillor Rachel Flynn

Councillor Tony Thomas

**Co-opted Members:**

Tania Ap Sion – Director of the St. Mary's Centre

**b) Number and dates of meetings**

2 SACRE meetings:

16<sup>th</sup> October 2020

5<sup>th</sup> February 2020

**c) Organisations receiving the report**

- DFES
- The report is available on the WASACRE website for interested organisations.

<b>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</b>		
Date of Meeting:		14 October 2020
Agenda Item:	<b>6</b>	<b>ANALYSIS OF INSPECTION REPORTS</b>
<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 LA to distribute the letters to the schools involved</li> </ul>		

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# Analysis of Inspection Reports Denbighshire SACRE

**Autumn 2020**

**Reports published Autumn 2019 – Summer 2020 – 4 schools**

<b>School</b>	<b>Dates</b>
<b>Ysgol Bryn Hedydd</b>	<b>February 2020</b>
<p>Bryn Hedydd Primary School is in the town of Rhyl in Denbighshire. Currently, there are 477 pupils on roll aged 3 to 11 years. This includes 58 part-time nursery pupils. The school has 16 classes. The average percentage for pupils eligible for free school meals over the last three years is around 12%, which is below the Welsh average of 18%. The school identifies around 13% of pupils as having special educational needs, which is below the Welsh average of 21%. Nearly all pupils are of white British ethnicity and come from homes where English is the main language. Very few pupils speak Welsh at home. The headteacher took up his post in September 2010. The school's last inspection was in November 2012.</p>	
<b>Ysgol Cefn Meiriadog</b>	<b>January 2020</b>
<p>Ysgol Cefn Meiriadog is in the village of Cefn Meiriadog, near St. Asaph in Denbighshire. There are 66 pupils on roll, aged from 3 to 11 years, including six part-time nursery pupils. There are three mixed-age classes in the school. English is the predominant language for nearly all pupils. A very few pupils come from minority ethnic backgrounds. A very few pupils speak Welsh at home. The three-year average of pupils eligible for free school meals is around 13%, which is lower than the Wales average of 18%. The school identifies around 18% of pupils as having special educational needs, which is lower than the national average of 21%. Following a period of change in leadership and staffing, the present headteacher took up her post as headteacher in January 2020. During the inspection, one class was taught by a temporary teacher. The school's previous inspection was in October 2013.</p>	
<b>St Asaph V.P. Infants</b>	<b>November 2019</b>
<p>St Asaph Church in Wales Voluntary-Controlled Infant School is in St Asaph, in Denbighshire local authority. The school caters for pupils between the ages of three and seven. Currently, there are 91 pupils on roll, including 26 who attend the nursery part-time. Pupils are taught in four single age classes. The three-year average for the proportion of pupils eligible for free school meals is just over 22%, which is above the average for Wales (18%). The school identifies about 28% of pupils as having additional learning needs, which is higher than the Wales average (21%). A very few pupils have English as an additional language or speak Welsh as a first language. The last inspection of the school was in June 2015. The acting headteacher took up her post in September 2018 and the acting assistant headteacher in June 2019.</p>	
<b>Ysgol Dyffryn Iâl</b>	<b>October 2019</b>
<p>Ysgol Dyffryn Iâl is a village school in Llandegla, Denbighshire. The school is under the voluntary control of the Church in Wales. The school has 50 pupils between the ages of 3 and 11, including 6 part-time pupils in the nursery. There are two classes at the school. The average proportion of pupils eligible for free school meals over the last three years is around 5% which is significantly below the national average of 18%. All pupils are from a white ethnic background. The school has identified around 20% of its pupils as having special educational needs, which is close to the national average of 21%. The headteacher took up his post in January 2015. The school was last inspected in March 2015</p>	

## **Wellbeing**

- Year 6 pupils participate in a global learning project to develop links with schools in Spain and Romania. These pupils have also recently taken part in a programme to develop super ambassadors as part of the United Nations Convention on the

Rights of the Child. As a result, older pupils across the school are beginning to develop as ethical and informed citizens. (Ysgol Bryn Hedydd)

- Nearly all pupils respond positively to fund-raising events. For example, they raise money for the school and for charities such as Children in Need and the local foodbank. Through these activities, pupils are beginning to develop good entrepreneurial skills and ethical awareness. (Ysgol Bryn Hedydd)
- They are proud of their involvement in fundraising activities through organising coffee mornings and dress up days for local and national charities, including the local hospice and Children in Need. This has positive effect on most pupils' awareness of the needs of others in their community and the wider world. (Ysgol Cefn Meiriadog)
- Pupils take pride in the opportunity to support various charities, and have raised a significant amount of money for a local hospice, Children in Need and the Poppy Appeal. This has a positive effect on pupils' awareness of the needs of others in their community and the wider world. (Ysgol Dyffryn Ial)

### **Care, Support and Guidance**

- The school has a prominent tradition of contributing to events within the local community. They support many local charities and participate in wider community events, such as singing at the Remembrance Day commemoration at the local beach and competing in Christmas events. These events, and links with the immediate community, enrich pupils' experiences and have a positive influence on developing their social and cultural skills. (Ysgol Bryn Hedydd)
- Through regular assemblies and effective curriculum work, pupils celebrate diversity and develop their spiritual, moral and social understanding purposefully. This enables them to learn successfully about the importance of value, such as trust, perseverance and tolerance. The school encourages its pupils to be responsible citizens who are willing to help others. (Ysgol Bryn Hedydd)
- The school promotes pupils' social, moral and spiritual development effectively during acts of collective worship and during lessons. Teachers promote pupils' cultural development through a range of interesting curriculum activities. (Ysgol Cefn Meiriadog)
- The school has forged positive partnerships with the local community, which enrich pupils' experiences successfully. For example, strong links with the local church, where foundation phase pupils held a wedding, help to develop their personal and social skills. (Ysgol Cefn Meiriadog)
- There are valuable opportunities for pupils to engage in a purposeful way with their local community. Pupils sing for residents of a local home for the elderly and the school has strong links with the local cathedral. The school offers worthwhile opportunities for pupils to participate in creative arts activities. For example, pupils take part in regular whole school performances, and annual Christmas and St David's Day concerts. (St Asaph V.P. Infants)
- Pupils' moral and social skills are developing very successfully. The school's strong focus on promoting high expectations and values encourages pupils to take responsibility for their actions maturely. (Ysgol Dyffryn Ial)
- Respecting multiculturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunities are strong elements of the school's culture. (Ysgol Dyffryn Ial)



<b>Denbighshire County Council          Standing Advisory Council for Religious Education          (SACRE)</b>		
Date of Meeting:		14 October 2020
Agenda Item:	<b>7</b>	CURRICULUM FOR WALES 2022
<u><i>Background to the Report:</i></u> The WG plans to develop and begin the new curriculum in 2022. There have been legislative changes. With only six terms preparation, schools are encouraged to plan for the start of the new curriculum.		
<u><i>Purpose of the Report:</i></u> To update SACRE on the progress of WG and schools' preparation for the new curriculum.		
<u><i>Recommendations:</i></u>		
<ul style="list-style-type: none"> <li>○ To receive the verbal update</li> <li>○ To consider any appropriate response to the issues raised.</li> </ul>		

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