

AGENDA ITEM 8

Annual Report

of

**Denbighshire
Standing Advisory Council
for Religious Education**

2011 - 2012

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The Annual Report.

1. Executive Summary

<i>Topics/Issues:</i>	<i>Advice given:</i>	<i>Implemented By LEA:</i>
RE: Agreed Syllabus	The new Agreed Syllabus and Comprehensive Guide for RE are continuing to be used in schools to inform their planning and preparation.	✓
RE: Standards	Following consideration of Inspection Reports, schools be sent letters congratulating them for the good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers in addressing issues; following consideration of Supportive Review Visits, schools be sent letters congratulating their good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers in addressing any areas for development.	✓ ✓
RE: Methods of Teaching	The additional guidance and support for the Agreed Syllabus to include guidance on teaching and learning; advice on methodology included in visits to schools by the Senior Learning Adviser RE.	✓
RE: Choice of Teaching Materials	No formal guidance, but the additional support and guidance for the Agreed Syllabus includes reference to some teaching materials. Good practice and sharing forums have provided resources, showcased and shared across primary RE coordinators. The creation of a county publication called 'RE in the foundation phase' has also been recommended and sent to all schools in Denbighshire, training on the use of the document has also been offered to all schools.	✓ ✓ ✓
RE: Provision of ITT	No visits possible this year.	
Collective Worship	Following consideration of Inspection Reports, letters be sent to schools congratulating them for the good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers to address any issues.	✓ ✓

Other Matters: Local	RE in the foundation phase' continues to be used across Denbighshire. It is now available to all schools electronically. The Comprehensive Guide to RE is now available to all schools in an editable electronic version.	✓ ✓
Other Matters: National	Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship; Members be informed about developments and initiatives undertaken by DCELLS; the SACRE maintain its membership of WASACRE and that representatives attend and report back on the meetings of the association. Members received information regarding 'securing teacher assessment at KS3'	✓ ✓ ✓
Other Matters: additional	No other additional matters.	
Complaints	No complaints received.	

2. Advice given to LEA

a) Religious Education

The Agreed Syllabus

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

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

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

Standards

Examination results

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

Members were pleased that overall the results for all learners at GCSE Full Course were 12% above the national average, an increase of 9.1% on the local authority results for 2010.

The short course GCSE results continue to be disappointing, compared with national trends. The results were down on the previous year and remain below the national figures – 35%% below for all candidates.

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

Advanced Level results for all learners were 11.6% above last years figures but 6.4% below the national average.

Inspection Reports

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

Supportive Review Visits

As part of SACRE's monitoring programme, reports on visits on a High school's consortia of 10 primary feeder schools.

In analysing these reports there were 3 areas of good features that were identified in two or more schools as follows:

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

All other good features identified were for individual schools:

- Department has recognised the need to formalise its use of data
- Planning and subject documentation are excellent
- The Units are linked directly to key questions
- Pupils showed a good understanding of why Christians fasted in Lent
- The development of RE, integrating it into the rest of the Foundation Phase
- The level descriptors are adapted to each unit
- Trips and visits
- Engaging the learners by setting the scene for the topic on Pilgrimage
- Floor book containing highlights of work done in RE
- The Holi 'experience' day
- Work demonstrated the 3 core skills
- Consortium planning
- The range of resources used to teach RE

- Pupils expressing their thoughts and opinions in the plenary session of the observed lesson
- Links with the local church and chapel
- CiW Section 50 report commented that pupils are aware of the Christian ethos of the school and have a good knowledge and understanding of the curriculum

In areas of Development the following indicates the aspects noted for two or more schools:

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

Other areas of Development identified for individual schools were as follows:

- Using data
- Improve full course results – possibility of using Spec B
- Improve short course results
- Implementing new SoW into the Foundaton Phase
- Formally track pupils progress in RE
- Audit the RE range in topic work to ensure RE coverage
- The creation of a levelled portfolio
- Keep RE paperwork in a separate folder
- Update current RE policy
- Portfolio to include examples of pupils' work expressing their opinions and feelings
- Continue the high standard of RE
- Enhance the book used to record evidence of trips and visits for RE
- Targets in self evaluation
- Use the grids form the Comprehensive Guide to track pupil progress in RE
- Section 50 recommendations

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

- Discussion from lesson to be used as the hook for next lesson
- Useful websites to use are www.collectiveworship.com & www.max7.org for songs and videos for RE
- Involve pupils in creating a prayer for the school

The following areas were for individual schools:

- Portfolio of levelled work
- Include the more engaging activities and ideas into the scheme of work
- Use a Persona Doll to help pupils focus on the beliefs and practices of a Hindu
- Allow pupils to write down their thoughts or opinions after discussion
- Pupils to create a diary style record of what they have done in each lesson

b. Methods of teaching

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

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

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

The twilight INSET sessions for primary coordinators continued this year.

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

Choosing teaching resources

The SACRE has not formally advised schools in the matter of purchasing teaching resources, deeming this to be a matter for the schools themselves. However, through the visits of the Senior Learning Advisor – for Supportive Review monitoring, for planned support, and for school based INSET sessions – advice is given. Additionally, specific requests are made to the Inspector/Adviser for advice on teaching resources.

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

Provision of Initial Teacher Training

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

c) Collective Worship

i. Monitoring provision

Inspection Reports

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

Over the year schools' inspection reports analysed in 11 schools were judged. Positive areas for SMSC were identified as follows:

- | | |
|----------------------------------|------------|
| • Learning experiences KQ2 | 11 Schools |
| • Care, support and guidance KQ2 | 11 Schools |
| • Learning environment KQ2 | 6 Schools |
| • Wellbeing KQ1 | 5 Schools |
| • Partnership working KQ3 | 5 Schools |
| • Leadership KQ3 | 1 School |

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

Supportive Review Visits -

As with RE, there is a programme of supportive review monitoring visits to schools, and the high school and its natural feeder primary schools covered during the year the following good features were identified for individual schools:

- Collective Worship is well planned and resourced
- The visual use of Bible stories in acts of Collective Worship

There were two areas for development identified for individual schools:

- Separate the collective worship paperwork into a folder
- Update the current collective worship policy

There was only one area of recommendation for an two or more schools:

- Useful websites to use are www.collectiveworship.com & www.Max7.org for songs and videos for collective worship

One area was also identified for an individual school:

- School Council to keep a portfolio for collective worship

iii) Guidance Documents

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

iv) Resources recommended

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

The transition unit materials for year 6 and 7 are available to all Denbighshire schools.

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

v) INSET for Collective Worship

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

vi) Evaluation of the effectiveness of guidance

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

Determinations

The British Humanist Association have requested representation on SACRE

3) Other Matters

a) Local

Many of the guidance documentation is available to schools electronically, members received information regarding the documentation available to schools.

b) National

(i) Estyn:

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

Members discussed issues relating to the change in Estyn inspections that had begun in September 2011.

(ii) DCELLS:

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

(iii) WASACRE

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

(iv) Complaints

No complaints were received by the SACRE.

4. Appendices:

a) Composition of SACRE

Representing Religious Denominations:

Church in Wales

Sylvia Harris
Elaine Wright

Roman Catholic

Mary Ludenbach
Nomination awaited

Baptist Union

Nomination awaited (Welsh)
Nomination awaited (English)

Presbyterian

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

Methodist

Heulwen Ellis

United Reformed

Michael Hatch

Union of Welsh Independents

B Wyn Evans (until June 2011)

Religious Society of Friends

R Elms

Salvation Army

Captain Angela Tucker

Evangelical Movement Wales

Rev. Philip J Collinson (until June'09)
Nomination awaited

Representing Teacher Associations:

Secondary Headteacher
Nomination awaited

Junior Headteacher
Nomination awaited

Secondary RE Specialists
Cate Harmsworth

Infant Headteacher
Linda Lineker (until June 2011)

Special School Teachers
Isobel Barros-Curtis

Junior Classroom Teacher
Maxine Bradshaw

Infant Classroom Teacher Mairwenna Lloyd

Representing Denbighshire County Council

Councillor M M Jones
Councillor C L Hughes
Councillor G A Jones
Councillor C M Evans

Councillor G C Evans
Councillor J Yorke
Councillor J A Davies

Co-opted Members

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

REMW:
Nomination awaited

St Giles Centre for Religious Education:
Gavin Craigen

b) Number and dates of meetings

14 October 2011
24 February 2012
29 June 2012

c) Organisations receiving the report

DCELLS
All LA Schools
LAs of Wales
WASACRE
Diocese of Bangor
Diocese of St Asaph

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

D) Focussed evidence: Statistics

Ysgolion Sir Ddinbych Tabl 1
Denbighshire Schools – Table 1

CANLYNIADAU TAGAU 2011: PAWB – ASTUDIAETHAU CREFYDDOL
GCSE RESULTS 2011: ALL – RELIGIOUS STUDIES

<i>Ysgolion Schools</i>	<i>Cyfanswm Totals</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
<i>Dinbych Denbigh</i>	18	1	5.6	2	11.1	4	22.2	7	38.9	1	5.6	1	5.6	1	5.6	1	5.6	0	0.0	77.8	100
Glan Clwyd	11	1	9.1	4	36.4	1	9.1	3	27.3	2	18.2	0	0.0	0	0.0	0	0.0	0	0.0	81.8	100
Prestatyn	233	50	21.5	68	29.2	61	26.2	30	12.9	10	4.3	4	1.7	4	1.7	6	2.6	0	0.0	89.7	100
Dinas Bran	47	3	6.4	5	10.6	17	36.2	16	34.1	1	2.1	1	2.1	2	4.3	2	4.3	0	0.0	87.2	100
Brynhyfryd	23	11	47.8	6	26.1	3	13.0	0	0.0	2	8.7	0	0.0	0	0.0	1	4.4	0	0.0	86.9	100
<i>Y Rhyl/Rhyl</i>	18	0	0.0	0	0.0	5	27.8	11	61.1	2	11.1	0	0.0	0	0.0	0	0.0	0	0.0	88.9	100
<i>Ben Ed Jones/Bl. Ed Jones</i>	62	3	4.8	3	4.8	17	27.4	10	16.1	9	14.5	6	9.7	5	8.1	9	14.5	0	0.0	53.2	100
<i>Santes Ffraid/ St Brigids</i>	52	15	28.8	16	30.8	17	32.7	4	77.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
<i>Cyfanswm AALL/ LEA Totals</i>	464	84	18.11	104	22.4	125	26.9	81	17.5	27	5.8	12	2.6	12	2.6	19	4.1	0	0.0	84.9	100
<i>Holl Cymru All Wales</i>	9727	1333	13.7	1838	18.9	2130	21.9	1790	18.4	1138	11.7	642	6.6	457	4.7	272	2.8	126	1.3	72.9	98.7

Ysgolion Sir Ddinbych – Tabl 4 CANLYDIADAU TGAU 2011 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR

Denbighshire Schools – Table 4

GCSE RESULTS 2011: ALL – RELIGIOUS EDUCATION SHORT COURSE

<i>Ysgolion/ Schools</i>	<i>Cyfanswm/ Totals</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G	
<i>Dinbych</i>																						
Denbigh	103	0	0.0	1	1.0	5	4.8	24	23.3	21	20.4	20	19.4	25	24.3	7	6.8	0	0.0	29.1	100	
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	45	0	0.0	0	0.0	0	0.0	1	2.2	1	2.2	10	22.2	8	17.8	19	42.2	6	13.3	2.2	86.6	
Dinas Bran	79	0	0.0	1	1.3	9	11.4	13	16.4	27	34.2	19	24.1	7	8.9	3	3.8	0	0.0	29.1	100	
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>	121	1	.8	1	.8	7	5.79	17	14.0	24	19.8	29	24.0	21	17.4	15	12.4	6	4.9	21.5	95.1	
<i>Ben Ed</i>																						
Jones/Bl. Ed Jones	6	0	0.0	0	0.0	0	0.0	0	0.0	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	0.0	100	
<i>Santes</i>																						
Ffraid/ St Brigids	2	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100	
<i>Cyfanswm AALL LEA Totals</i>	356	1	0.3	3	0.8	22	6.2	56	15.7	76	21.3	80	22.5	62	17.4	44	12.3	12	3.4	23.0	96.5	
<i>Holl Cymru All Wales</i>	18318	1722	9.4	2253	12.3	3096	16.9	3554	19.4	2638	14.4	2125	11.6	1612	8.8	952	5.2	366	2.0	58.0	98.0	

Ysgolion Sir Ddinbych – Tabl 7 – CANLYNIADAU SAFON UWCH 2011 – PAWB ASTUDIAETHAU CREFYDDOL
Denbighshire Schools – Table 7 GCE ADVANCED LEVEL RESULTS 2011: ALL – RELIGIOUS STUDIES

<i>Ysgolion Schools</i>	<i>Cyfanswm Totals</i>	A*	%	A	%	B	%	C	%	D	%	E	%	U	%	% A* - C	% A* - E
<i>Dinbych Denbigh</i>	11	0	0.0	2	18.2	1	9.1	2	18.2	4	36.4	1	9.1	1	9.1	45.4	100
Glan Clwyd	3	0	0.0	2	66.6	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Prestatyn	37	0	0.0	4	10.8	7	18.9	13	35.1	10	27.0	3	8.1	0	0.0	64.8	100
Dinas Bran	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Brynhyfryd	4	0	0.0	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	0	0.0	100	100
<i>Y Rhyl/Rhyl</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
<i>Ben Ed Jones/Bl. Ed Jones</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
<i>Santes Ffraid St Brigids</i>	12	1	8.3	3	25.0	6	50.0	2	16.7	0	0.0	0	0.0	0	0.0	100	100
<i>Cyfanswm AALL LEA Totals</i>	67	1	1.5	12	17.9	17	25.3	18	26.9	14	20.9	4	5.9	1	1.5	71.6	98.4
<i>Holl Cymru All Wales</i>	1489	52	3.5	253	17.0	469	31.5	387	26.0	214	14.4	83	5.6	30	2.0	78.0	98.0