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Y Rhadyr
Brynbuga
NP15 1GA

Dydd Iau, 2 Mehefin 2016

Hysbysiad o gyfarfod

SACRE

Dydd Gwener, 10fed Mehefin, 2016 am 1.30yh
Arloesedd House Magwyr - Ystafell 6 Ty Arloesedd Magwyr

AGENDA

Eitem ddim	Eitem	Tudalennau
1.	Etholiad Cadeirydd.	
2.	Apwyntiad Is-Gadeirydd.	
3.	Ymddiheuriadau am absenoldeb.	
4.	Datganiadau o Fuddiant	
5.	Cadarnhau cofnodion y cyfarfod blaenorol.	1 - 6
6.	Diweddariadau ers y cyfarfod diwethaf.	
7.	Cyflwyniad gan Kath Fitter: Diwrnod AG Goetre Fawr.	
8.	Diweddariad ar Diwrnod AG yn Ysgol Cil-y-coed i blant Blwyddyn 6.	
9.	Cymdeithas Cyngorau Ymgynghorol Sefydlog Addysg Grefyddol Cymru (CCYSGAGauC):	
9.1.	I dderbyn ac i nodi'r cofnodion drafft o'r cyfarfod CCYSGAGauC o 8fed Mawrth 2016 (ynghlwm).	7 - 14
9.2.	I nodi'r dyddiadau o'r cyfarfodydd yn y dyfodol CCYSGAGauC.	
9.3.	I bleidleisio ar gyfer enwebiadau i'r pwyllgor gwaith CCYSGAGauC. YSTYRIWCH YR ENWEBIADAU CYN Y CYFARFOD A DEWCH YN BAROD I BLEIDLEISIO.	15 - 22
9.4.	Paratoi ar gyfer cynnal CCYSGAGauC ar 17eg Mawrth, 2017.	

10.	Adolygiad Cwricwlwm Llywodraeth Cymru Diweddariad Mai 2016.	23 - 26
11.	Bwletin Newyddion Cyngorau Ymgynghorol Sefydlog Addysg Grefyddol (CYSAGau). Briffiau gwybodaeth gan aelodau i'w cynnwys yn Fwletin Newyddion Haf CYSAGau.	
12.	Adroddiadau Hunan Arfarnu:	
12.1.	Ysgol Gynradd Kymin View.	27 - 30
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12.3.	Ysgol Gynradd Llanfoist.	33 - 34
13.	Dyddiadau am gyfarfodydd yn y dyfodol:	
13.1.	15eg Tachwedd, 2016.	
13.2.	10fed Chwefror, 2017.	
13.3.	16eg Mai, 2017.	

Paul Matthews

Prif Weithredwr

CYNGOR SIR FYNWY

MAE CYFANSODDIAD Y PWYLLGOR FEL SY'N DILYN:

Cynghorwyr Sir:

E. Hacket Pain
P. Clarke
A. Easson
J. George
D. Jones
B. Strong

Gwybodaeth Gyhoeddus

Mynediad i gopiâu papur o agendâu ac adroddiadau

Gellir darparu copi o'r agenda hwn ac adroddiadau perthnasol i aelodau'r cyhoedd sy'n mynychu cyfarfod drwy ofyn am gopi gan Gwasanaethau Democrataidd ar 01633 644219. Dylid nodi fod yn rhaid i ni dderbyn 24 awr o hysbysiad cyn y cyfarfod er mwyn darparu copi caled o'r agenda hwn i chi.

Edrych ar y cyfarfod ar-lein

Gellir gweld y cyfarfod ar-lein yn fyw neu'n dilyn y cyfarfod drwy fynd i www.monmouthshire.gov.uk neu drwy ymweld â'n tudalen Youtube drwy chwilio am MonmouthshireCC. Drwy fynd i mewn i'r ystafell gyfarfod, fel aelod o'r cyhoedd neu i gymryd rhan yn y cyfarfod, rydych yn caniatáu i gael eich ffilmio ac i ddefnydd posibl y delweddau a'r recordiadau sain hynny gan y Cyngor.

Y Gymraeg

Mae'r Cyngor yn croesawu cyfraniadau gan aelodau'r cyhoedd drwy gyfrwng y Gymraeg neu'r Saesneg. Gofynnwn gyda dyledus barch i chi roi 5 diwrnod o hysbysiad cyn y cyfarfod os dymunwch siarad yn Gymraeg fel y gallwn ddarparu ar gyfer eich anghenion.

Nodau a Gwerthoedd Cyngor Sir Fynwy

Cymunedau Cynaliadwy a Chryf

Canlyniadau y gweithiwn i'w cyflawni

Neb yn cael ei adael ar ôl

- Gall pobl hŷn fyw bywyd da
- Pobl â mynediad i dai addas a fforddiadwy
- Pobl â mynediad a symudedd da

Pobl yn hyderus, galluog ac yn cymryd rhan

- Camddefnyddio alcohol a chyffuriau ddim yn effeithio ar fywydau pobl
- Teuluoedd yn cael eu cefnogi
- Pobl yn teimlo'n ddiogel

Ein sir yn ffynnu

- Busnes a menter
- Pobl â mynediad i ddysgu ymarferol a hyblyg
- Pobl yn diogelu ac yn cyfoethogi'r amgylchedd

Ein blaenoriaethau

- Ysgolion
- Diogelu pobl agored i niwed
- Cefnogi busnes a chreu swyddi
- Cynnal gwasanaethau sy'n hygyrch yn lleol

Ein gwerthoedd

- **Bod yn agored:** anelwn fod yn agored ac onest i ddatblygu perthnasoedd ymddiriedus
- **Tegwch:** anelwn ddarparu dewis teg, cyfleoedd a phrofiadau a dod yn sefydliad a adeiladwyd ar barch un at y llall.
- **Hyblygrwydd:** anelwn fod yn hyblyg yn ein syniadau a'n gweithredoedd i ddod yn sefydliad effeithlon ac effeithiol.
- **Gwaith tîm:** anelwn gydweithio i rannu ein llwyddiannau a'n methiannau drwy adeiladu ar ein cryfderau a chefnogi ein gilydd i gyflawni ein nodau.

Public Document Pack Agenda Item 5

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of SACRE held
at Caldicot School on Friday, 11th March, 2016 at 1.30 pm

PRESENT: County Councillor: E.J. Hacket Pain (Chair)

County Councillors: A. Easson

OFFICERS IN ATTENDANCE:

Sharon Randall-Smith	Head of Achievement and Attainment
Gill Vaisey	Religious Education Adviser
Richard Williams	Democratic Services Officer

APOLOGIES:

County Councillors P. Clarke and J. George and B. Strong

Mrs. V. Howells, Sr. D. O' Donnell, Shezer Khandro, Mrs. F. Jilani, Mrs. R. Davies,
Ms. S. Perry-Phillips, Mrs. A. Wiggins, Mrs. K. Fitter.

1. Declarations of Interest

There were no declarations of interest made by Members.

2. Confirmation of Minutes

The minutes of the SACRE meeting held on 20th November 2015 were confirmed and signed by the Chairman.

3. Updates since the previous meeting

We received details of the following updates that have occurred since the previous meeting:

- RE Days – As several primary schools were unable to attend the date proposed for the spring, it was noted that the RE Days would now go ahead in the summer term. Andrew Jones (Caldicot School) would shortly prove the RE Adviser with some potential dates for this proposal.
- The RE Adviser advised that the item on developing the work of SACRE's will be put on the agenda for the Autumn meeting.
- Regarding Non-Maintained Setting Provision of RE – Red Robins Nursery had received a visitor from the Hindu faith who was the mother of one of the children who attends the nursery.

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- Cross Ash Primary School had contacted Soam Sharma to arrange a visit from him to talk to the children about Divali. This had not yet taken place but it was hoped that the visit could be made in the future.
- The RE Adviser had compiled a contact list of faith members who are willing to work with nursery children. She was trying to update the list with details of what each visitor may provide during a visit.
- The RE Adviser would shortly be writing to all maintained settings to command the work they are doing in RE.
- Castle Park Primary School – The Head of Achievement and Attainment will contact the Education Achievement Service (EAS) indicating the issues surrounding the use of the Incerts Programme in relation to RE. The RE Consultant will contact Castle Park and other schools to ensure they are aware of the need to use the correct version of the RE Levels within the Incerts Programme.

We resolved to receive the updates and noted their content.

4. New Examination Specifications

We received an update regarding the new examination specifications. In doing so, the following points were noted.

WJEC GCE AS and A level in Religious Studies

Having received the report, the following points were noted:

- Implementation was going ahead for 2016.

GCSE Religious Studies (Wales)

Having received the report, the following points were noted:

- WJEC are currently behind in getting the draft document agreed.
- Due to significant pressure WJEC had decided to defer the introduction of the new GCSE until 2017.
- This is good news for most schools in Wales but there are 33 schools in Wales that don't teach the WJEC specification but teach a specification being taught in England. Caldicot School is one of these schools. Therefore, Caldicot School has to teach the WJEC Specification for 2016 and then change to teach the new specification in 2017.
- There will be a short course available. However, due to the amount of content it will be difficult to teach the short course in the time available. There was also a

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concern that the new specification may not appeal to students. This matter was being investigated.

- The Chair indicated that she would be meeting other Cabinet Members in the coming weeks and would raise this issue then.
- The EAS needed to support teachers in this matter.

We resolved that the Chair would write to the EAS and the WLGA outlining the concerns regarding the difficulties that these changes were creating for teachers in respect of this matter.

We resolved to receive the report and noted its content.

5. CYTUN News Bulletin February 2016

We resolved to receive and note the CYTUN Policy Bulletin for February 2016.

6. Information briefings from members for inclusion in SACRE Spring News Bulletin

The following information was received from members of the SACRE Committee:

- Sue Cave would be attending Goytre Fawr Primary School next week to help with the RE Day. Mr. Sharma and Mrs. Jilani would also be in attendance. A report will be presented to the next SACRE meeting regarding this event.
- New advice had been given by Monmouthshire that it is still best practise for visitors into school to have an up to date DBS and if they are regular visitors into school this should be the case. However, if they are making a one off visit, as long as they are not left unsupervised with the children, they do not require a DBS.
- Andrew Jones will be taking Year 11 students to Poland in three weeks on a four day residential visit. During the visit the students will visit Auschwitz and a Kosher restaurant.
- There will be two Hindu festivals in March.
- March 20th is the Baha'i New Year, the first day of spring.

The RE Adviser will put the information raised into the spring SACRE Newsletter once received from members.

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7. Presentation from Andrew Jones: Understanding Islam and Countering Radicalisation and Extremism in Religious Studies

We received a presentation by Andrew Jones (Caldicot School) outlining the work being undertaken by his Year 9 Class regarding understanding Islam and countering radicalisation and extremism in religious studies. Four students from his Year 9 Class were in attendance and took part in the presentation.

Following a question and answer session, the Committee were impressed with the work being undertaken by the students and with the maturity shown by the four students during the presentation and question and answer session.

We resolved that the County Council's Communications Team should liaise with Andrew Jones with view to a press release being prepared to promote the good work that the Year 9 students have been undertaking and to note the maturity of the students in undertaking this work.

8. WASACRE

We received the following information relating to the Wales Association of SACRE's (WASACRE).

WASACRE meeting 25th November 2015 at Ebbw Vale

We noted the minutes of the meeting and the pupil speeches from Ebbw Vale Learning Community Secondary Phase.

Future Dates of WASACRE meetings

23 rd June 2016	-	Denbighshire
18 th November 2016	-	Carmarthen
17 th March 2017	-	Monmouthshire County Council

The new Welsh Baccalaureate and RE:

- King Henry VIII School, Abergavenny – There is no negative impact on RE provision at the school in relation to the Welsh Baccalaureate.
- Monmouth School – Concerns have been raised at the school regarding the Welsh Baccalaureate. The RE Adviser has discussed this matter with other RE Advisers and it has been agreed that it is unsuitable to use the Welsh Baccalaureate as a way of fully delivering the requirements for the provision of RE.
- Caldicot School – The Welsh Baccalaureate will have a negative impact in relation to RE provision at the school. All students currently take full course Religious Studies (RS), but as of September 2016, some RS curriculum hours will be given to the Welsh Baccalaureate Skills Challenge Certificate. Therefore, all students will only take short course RS, with full course being taught as an option group.

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We noted the updates in respect of WASACRE.

9. Self Evaluation Reports

We received information in respect of the following Self Evaluation Reports:

Pembroke Primary School

The school has indicated in its self-evaluation that outcomes and provision of RE is adequate. However, positive comments were noted throughout the evaluation.

King Henry VIII School

We noted the very detailed and full self-evaluation from the school and commended the achievements of the RE Department.

We resolved to receive the self-evaluation reports and noted their content.

It was agreed that the Head of Achievement and Attainment Officer would pursue obtaining the self-evaluation reports from schools which had not submitted them as requested.

A discussion was held regarding the way in which future self-evaluation reports were requested. It was agreed there was no need to change the process.

10. Curriculum Review Update

We received an update regarding Pioneer Schools and New Deal Schools. In doing so, the following points were noted:

- New Deal Schools - Develop skills across the whole of the workforce. All staff were being supported to ensure that they are able to maximise the benefits available to the students. This process was rapidly moving forward.
- Pioneer Schools – Andrew Jones had obtained information in respect of Pioneer Schools and would forward this information on to the RE Adviser.
- The RE Adviser stated that mixed messages were being received from various local authorities in respect of whether the Pioneer Schools knew which curriculum areas they were going to develop.
- Regarding Trellech and Shirenewton Primary schools, the Head of Achievement and Attainment stated that she would provide the SACRE Committee with information in respect of which areas these schools would be developing as Pioneer Schools, when she receives it.
- It was noted that if religious education falls within the remit of Humanities then it will become a part of the National Curriculum. Concern was expressed that religious education might go the same way as RE provision in the Foundation

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Phase with it being withdrawn from the main (national) curriculum document and remaining in the basic curriculum.

We resolved to receive the update and noted its content.

11. Dates of future meetings

The dates of future SACRE meetings are as follows:

Friday 10 th June 2016 at 1.30pm	-	Innovation House, Magor
Tuesday 15 th November 2016 at 1.30pm	-	Innovation House, Magor
Friday 10 th February 2017 at 1.30pm	-	Innovation House, Magor
Tuesday 16 th May 2017 at 1.30pm	-	Innovation House, Magor

The meeting ended at 3.25 pm

Agenda Item 9a

Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth
2016 (11am – 3pm)

*Wales Association of SACREs meeting, Haverfordwest, 8 March
2016 (11am – 3pm)*



Attendance

<p>Ynys Môn / Anglesey Bethan James Rheinallt Thomas</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Vicky Thomas Edward Evans</p> <p>Caerffili/ Caerphilly Vicky Thomas</p> <p>Caerdydd / Cardiff Gill Vaisey Gillian James Kate Church</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry Meinir Wynne Loader Helen Gibbon Gwyneth Thomas</p> <p>Ceredigion Lyndon Lloyd</p> <p>Conwy</p>	<p>Sir Ddinbych / Denbighshire</p> <p>Sir y Fflint / Flintshire</p> <p>Gwynedd Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil Vicky Thomas Ernie Galsworthy</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Jen Malcolm</p> <p>Casnewydd / Newport Huw Stephens Vicky Thomas</p> <p>Sir Benfro / Pembrokeshire Mary Parry Huw George Emyr Phillips</p>	<p>Powys</p> <p>Rhondda Cynon Taf Gill Vaisey</p> <p>Abertawe / Swansea Vicky Thomas Rachel Bendall Alison Lewis</p> <p>Torfaen /Torfaen Vicky Thomas</p> <p>Bro Morgannwg / Vale of Glamorgan Gill Vaisey</p> <p>Wrecsam / Wrexham Libby Jones</p> <p>Sylwedyddion / Observers Janet Ingram- St David's Centre (Speaker) Siân Brooks- UWTSO (Speaker) Mrs Y Galsworthy</p>
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Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth 2016 (11am – 3pm)

Wales Association of SACREs meeting, Haverfordwest, 8 March 2016 (11am – 3pm)

Minutes

1. Cyflwyniad a chroeso / *Introduction and welcome*

Edward Evans began the meeting by explaining that he would be Chairing the meeting in the absence of both Phil Lord, Chair of WASACRE and Tania ap Sion, Immediate past Chair of WASACRE.

Cllr Huw George, Chair of Pembrokeshire SACRE welcomed WASACRE members to Pembrokeshire. He shared a video clip showing views of Pembrokeshire from a drone, which had been created especially for the WASACRE meeting by a pupil from a local school. The pupil had called the film *Paths for Pilgrims*.

2. Adfyfrio tawel / *Quiet reflection*

Edward gave thanks to Huw George for the welcome and shared some words with members about Mothering Sunday and the importance of sharing in peoples' lives. Edward Evans quoted the poet John Donne, saying, 'No man is an island' and members reflected on the relationships we have with others, including the relationship we have with God and our mothers.

3. Ymddiheuriadau / *Apologies*

Phil Lord, Tania ap Sion, John Mitson, Tudor Thomas, Lynda Maddock, Andrew Pearce, Chris Abbas, Sharon Perry-Phillips, Neeta Singh Baicher, Sue Cave.

4. Cofnodion y cyfarfod a gynhaliwyd yn Yr Ebbw Vales, 25 Tachwedd 2015 / *Minutes of meeting held in Ebbw Vale, 25 November 2015 (p10 item 9 spelling of December)*

Rheinallt Thomas pointed out that the Welsh name for RE Ideas needs translating on the Welsh part of the minutes, P4. Item 10.

The minutes were accepted by members as a true record of the meeting.

5. Materion yn codi / *Matters arising*

P3, item 5. *Welsh Baccalaureate survey*. Libby Jones confirmed that she had sent out the Welsh Baccalaureate and RE survey to schools, that the return had been quite good and that there was still time for schools to send in any late returns. Some members were concerned that the survey wasn't getting past Headteachers, who are taking the decision not to fill it in as they may feel threatened by its purpose. The importance of RE coordinators completing the survey was highlighted so that we can present a truer picture to Welsh Government and be able to support teachers.



Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth 2016 (11am – 3pm)

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Action: Libby will give feedback on the analysis of the survey results at the next WASACRE meeting in June.

P4, Item 10. *A.O.B. RE Ideas*. Rheinallt Thomas assured members that the English version of RE Ideas is now fully available on the Website. www.religious-education-wales.org/news/archive which forms part of the Peneith website. The Welsh medium material is all on the website too, but the web address is different, it is: www.addysg-grefyddol-cymru.org/newyddion/archif . There are 48 themes in all and the ideas have come from a variety of teachers from across Wales. Rheinallt suggested a link from the WASACRE website to the Peneith website and confirmed that they are not subject to copyright.

Action: RT to email welsh version of website address to LJ.

P4, Item 10. *Withdrawal from RE Guidance document*. Gill Vaisey has presented the draft document at NAPfRE which will become final by May 2016. If members have anything to share with Gill to add to this document in terms of case studies please can they send them to Gill within the next couple of weeks. The document will be made available to SACRE once it is complete.

P9, Item 8. *Revised GCSE Specifications for Religious Studies*. Ceredigion SACRE will be writing to Welsh Government to request a review of the structure of Religious Studies GCSE courses and to highlight the need for the content of RS courses to be geared towards young people getting jobs, for example in the caring professions like nursing and community care. A discussion ensued and the following points were made: It is important to ensure that standards in RS have parity with other GCSE subjects; having only one RS specification rather than two could cause problems for KS4 statutory RE and/or optional RS, NAPfRE will be writing to WJEC to ask for a meeting to discuss this issue further; concern over schools taking time away from RS for other initiatives like Welsh Baccalaureate with a plea made to teachers to keep SACREs informed of any squeeze on RS time; there are currently no bursaries in Wales for RS PGCE students and that fewer post graduate students from Wales are taking up this training than in the past.

Action: LJ to keep WASACRE informed regarding discussions between NAPfRE and WJEC. LJ to put RS PGCE bursaries on the agenda for the next meeting with Welsh Government.

P8. Item 7. *Collective Worship conference*. In consultation with Welsh Government, WASACRE has decided not to pursue a meeting with Alison Mahwinney and other academics involved in the Collective Worship Conference at this time.



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Ceredigion SACRE has contacted all schools in the LA to reinforce the need for worship during assembly time and that this should not be used for other matters. Collective worship has been discussed by NAPfRE and the group were resolved to find examples of good practice in a secondary school to put on the WASACRE website in order to support school in this area.

Humanist representation on SACRE and the teaching of Humanism in school was also raised. Humanists are not a religious group and therefore cannot be on Committee A, but a Humanist representative can be on SACRE as a co-opted member, as already happens in some SACREs currently. The Respect Agenda was referenced with regard to certain individuals not showing respect for Christianity, which would cause problems. Ultimately it is up to each individual SACRE to decide and largely depends on the contribution the individual representative can make to SACRE. It was also confirmed that Humanism is on the new GCSE RS specification.

P10. Item 8. *Revised GCSE specifications*. Libby Jones confirmed the deferment of the New RE specification for GCSE RS until September 2017.

6. *Cyflwyniad NAPfRE/ NAPfRE presentation:*

Siân Brooks, PTAR Tiwtor USWTSD. 'Cymhwysedd Digidol'/ Siân Brooks, PGCE Tutor USWTSD '*Digital Competence*'

A copy of this presentation is available on the WASACRE website.

Bethan James, Chair of NAPfRE thanked Siân for an interesting and informative presentation and highlighted the need for critical reading when developing digital competence, which can be and already is being developed through RE. Ceredigion SACRE raised the concern of the risk that writing and communication skills would be hampered by the development of digital competence. Siân emphasised the opportunity for capturing the debate in RE through digital competence, which is often lost at the end of the lesson, and that is very much about oracy, rather than writing. The issue of lack of funding was raised, especially in secondary schools, in order to enable digital resources to be available in all classrooms to make this work.

Action: Siân will send all the links from the presentation to Libby.

Janet Ingram, Swyddog Addysg a Phererindod, Tŷ'r Pererin, esgobaeth Dewi Sant/ *Janet Ingram, Education and Pilgrimage officer, Tŷ'r Pererin, Diocese of St. David*

A copy of this presentation is available on the WASACRE website.



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Janet Ingram was thanked for her inspiring presentation. Rachel Bendall commented that Primary PGCE students need this type of training, Janet Ingram was able to confirm that the presentation has not yet been shared with other Diocese in Wales. It was suggested that Tŷ'r Pererin could reach out to Hŵb to put resources online to enable a wider audience and more schools benefitting from the project. Janet emphasised that experiential learning is the key to this resource.

7. Diweddariadau/Up-dates:

Cysylltiadau a chyfarfodydd Llywodraeth Cymru/ *Welsh Government contacts and meetings* – Libby Jones

Libby read out the notes from the meeting which included the following: Foundation Phase profile handbook; Curriculum Review update; Review of current RE legislation; Collective Worship conference; RE GCSE / A' level; Welsh Government requirement to publish all SACRE reports; Updating the Religious Festival absence guidance document for 2016/17.

The following points were raised by members.

Welsh Government request for WASACRE to up-date the religious festival dates on the WG School Attendance and Religious Festivals Guidance 2016. Vicky Thomas raised the issue of accountability and members agreed that Libby should have a conversation with WG colleagues and if it is impossible for WG to do it then WASACRE will.

It was agreed that WASACRE writes to various political parties to request their standpoint on Religious Education and DACW in schools, ask if they would adhere to the present legislative arrangements should a new curriculum be put forward.

Action: LJ will contact the Parties and send the replies to SACRES.

Cyngor Addysg Grefyddol Cymru a Lloegr/ *Religious Education Council for England and Wales*– Gill Vaisey

There was nothing new or urgent to report only that the next meeting is on 12 May in London. Gill Vaisey hopes to attend.

Cyfarfod y Fforwm Ffydd/ *Faith Forum meeting* – Phil Lord (delivered by Libby Jones)

Libby Jones read out the notes made by Phil Lord at the meeting. It was apparent from Manon Jones that no decision has been made as yet to change the nature of SACRE. Concern was raised regarding RE being taught within the Humanities area of Learning and Experience and how RE



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would sit together in the curriculum with History and Geography, with RE being agreed locally by SACREs.

Other concerns raised were that some schools are dumbing down the opportunities of our young people with Welsh Baccalaureate and numeracy and literacy. Also that Stakeholders (such as WASACRE) cannot get involved in the nitty gritty of curriculum planning. Therefore could individual SACREs use their expertise to work with pioneer schools on the development of the new curriculum for Humanities and RE? Edward Evans commented that this is the purpose of SACREs. Members were assured that this is happening in the background through NAPfRE which has representatives from different SACREs on it. Thanks were given to Phil for the report and Huw for his contributions.

Gill Vaisey offered a reflection and reminded members of mistakes made with the Foundation Phase document. Gill urged WASACRE to learn from that experience. If Welsh Government are not clear how RE sits within the national curriculum maybe we need to be clear what we want and we need to give it more thought.

Action: LJ to make 'RE and its place within the new curriculum' an agenda item for the next meeting.

Adolygiad Cwricwlwm / *Curriculum Review*- Libby Jones

The Pioneer Schools Network will be at the forefront of designing the new curriculum and assessment arrangements with expert advice and support. The Curriculum for Wales Strategic Stakeholder Group will provide challenge, support and advice as we work together to develop the new curriculum. WASACRE form part of this Strategic Stakeholder Group. The Pioneer Schools focussing on Humanities have not been identified yet, but once they have been Manon Jones, Head of Areas of Learning and Experience Design and Development for Humanities will discuss with PL and LJ the role WASACRE could play in the development process. Some experts will work with the Pioneers to develop the scope and content of the Area of Learning and Experience while others will provide quality assurance. Welsh Government is mindful that those providing quality assurance should not be fully involved in the development work to ensure an effective process.

8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 4 Chwefror 2016/ *Report from the Executive Committee held on 4 February 2016*

VT asked for clarification of the Executive positions. LJ confirmed that there are 3 positions available plus the position of Vice Chair. It was also confirmed that a member can be nominated for both and Edward Evans raised the need for coverage of all committees.



Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth 2016 (11am – 3pm)

Wales Association of SACREs meeting, Haverfordwest, 8 March 2016 (11am – 3pm)

9. Gohebiaeth /Correspondence

None that had not already been dealt with in the meeting.

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

Mary Parry spoke to members about the issues relating to Incerts which is a commercial assessment tracker used by many schools in Wales. For all other subjects apart from RE the level descriptions within the program are appropriate for Wales. However, for RE the teacher has to choose the appropriate set of level descriptions to use for their setting. This has proved confusing for some teachers and there is concern that some schools are not using the level descriptions from the Exemplar Framework for RE which has been adopted by all 22 SACREs in Wales as part of their Agreed Syllabus, which therefore makes the levels statutory. NAPfRE requested that WASACRE writes to Welsh Government to ask them to endorse the following statement. '*All 22 local authorities in Wales have adopted the outcomes and level descriptions of the Welsh Government National Exemplar Framework for RE and therefore these are the statutory assessment requirements for all maintained schools in Wales*'. All members present agreed.

Action- LJ will write to Welsh Government to request an endorsement of this statement.

Following this a letter could be sent to INCERTS and the Managing Directors of the 4 consortia in Wales to alert them to the issue and to confirm the statement.

11. Dyddiad y cyfarfod nesaf / *Date for next meeting*: Haf, 23 Mehefin 2016, Sir Ddinbych / *Summer, 23 June 2016, Denbighshire In Rhyl.*

12. Dyddiadau cyfarfodydd yn y dyfodol / *Future meeting dates*: Hydref, 18 Tachwedd, 2016 Sir Gaerfyrddin /*Autumn, 18 November 2016, Carmarthenshire*; Gwanwyn 2017, Sir Fynwy / *Spring 2017, Monmouthshire. 17 March in Usk.*

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LIST OF EXECUTIVE MEMBERS SEPTEMBER 2015/16

Philip Lord- Flintshire (Chair)

Tania ap Sion- Wrexham (Immediate Past Chair)

Libby Jones- Wrexham (Secretary)

Edward Evans- Bridgend (Assistant Secretary)

John Mitson- Powys (Treasurer)

Bethan James- NAPfRE representative

1. Mary Parry- Carmarthenshire -period of office 2013- 2016

2. Tim Rowlands- Conwy -period of office 2013- 2016

3. Vicky Thomas- Torfaen -period of office 2014-2017

4. Gill Vaisey- Monmouthshire - period of office 2014-2017

5. Ruth E. Davies- Gwynedd - period of office 2015-2018 (resigned 12/11/15)*

6. Cllr Ernie Galsworthy- Merthyr Tydfil - period of office 2015-2018

**According to the WASACRE constitution Gwynedd SACRE are entitled to nominate a Gwynedd representative to attend meetings in Ruth Davies's place until the next AGM (June 2016)*

Quorum for the WASACRE Executive meeting is 5 members

Majority vote will count

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Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (Mehefin 23, 2016)

Nominations for the Executive Committee (23 June 2016)

Mae PEDWAR o enwebiadau ar gyfer TAIR swydd ar y Pwyllgor Gwaith.

There are FOUR nominations for THREE positions on the Executive Committee.

1. Mary Parry – CYSAG Sir Gaerfyrddin

- Mae gen i brofiad helaeth o weithio ym maes Addysg Grefyddol ac rwy'n angerddol am bwysigrwydd y pwnc i ddatblygu pobl ifanc gyflawn yng Nghymru heddiw. Rwy'n barod bob amser i ymladd dros le teilwng i Addysg Grefyddol yn y cwricwlwm.
- Rwyf yn Ymgynghorydd Addysg Grefyddol gyda Sir Gaerfyrddin (a Dyfed cyn hynny) ers 22 o flynyddoedd. Gyda'r ad-drefnu diweddar, teitl fy swydd bellach yw 'Ymgynghorydd Her Cysylltiol ERW' sef Consortiwm Rhanbarthol De, Gorllewin a Chanolbarth Cymru.
- Rwyf yn swyddog proffesiynol i GYSAG Sir Gaerfyrddin. Yn rhinwedd y swydd hon, rwyf wedi bod ynghlwm wrth lunio meysydd llafur cytûn y sir a deunyddiau cefnogi. Yn ychwanegol at hyn, rwyf newydd dderbyn cynnig i weithio gyda CYSAG Sir Benfro fel ei swyddog proffesiynol.
- Rwyf yn aelod gweithgar o Bwyllgor Gwaith Cymdeithas CYSAGau Cymru ers 20 o flynyddoedd ac rwy'n cyfranogi'n rheolaidd yng nghyfarfodydd tymhorol y Gymdeithas. Er enghraifft, y llynedd, rhoddais gyflwyniad yng nghyfarfod tymor y Gwanwyn ar uned o waith Addysg Grefyddol a luniais ar gyfer ysgolion uwchradd, sef 'Pêl-droedwyr Mwslimaidd yn yr Uwch Gynghrair'.
- Rwy'n cynghori a chefnogi athrawon ar weithredu Maes Llafur Cytûn yr ALL ac ar addysgu Addysg Grefyddol yn effeithiol. Rwyf wedi darparu llawer o gyrsiau ac adnoddau dwyieithog ar gyfer ysgolion - yn sir Gâr ac mewn awdurdodau lleol eraill yng Nghymru.
- Rwyf wedi gweithio gyda chyrrff allanol ar faterion sy'n ymwneud ag AGr, megis CBAC, Estyn a Llywodraeth Cymru. Er enghraifft rwy'n arolygu ysgolion o dan gytundeb Estyn a bûm yn rhan o dîm Estyn a ysgrifennodd yr adroddiad ar Addysg Grefyddol mewn ysgolion uwchradd yng Nghymru yn ddiweddar.
- Cyn fy swydd bresennol bûm yn bennaeth yr adran Addysg Grefyddol ac yn bennaeth yr ysgol iau yn Ysgol Gyfun Emlyn, Sir Gâr.
- Gyda'r profiad hwn, teimlaf y gallaf barhau i wneud cyfraniad gwerthfawr i weithgor CCYSAGau Cymru a byddai'n fraint i barhau i wasanaethu arno.

1. Mary Parry – Carmarthenshire SACRE

- I have been working in the field of Religious Education for many years and I am very passionate about the importance of the subject in developing well-rounded young people in Wales today. I am always prepared to fight for the rightful place of RE in the curriculum.

- I have been a Religious Education Advisor in Carmarthenshire (and its predecessor, Dyfed) for 22 years. With recent reorganisation my title is now an ERW Associate Challenge Adviser - the South, West and Mid Wales Regional Consortium.
- I am the professional officer to the Carmarthenshire SACRE. As such, I have been involved in drawing up the LA's RE Agreed syllabuses and support materials. In addition, I have recently accepted the invitation to work with the Pembrokeshire SACRE as its professional officer.
- I have been an active member of the WASACRE executive committee for 20 years and participate regularly at WASACRE meetings. For example, last year I gave a presentation at the spring term meeting on an RE unit of work which I had created for secondary schools, 'Muslim footballers in the Premier League'.
- I advise and support teachers in implementing the LA Agreed Syllabus and in teaching RE effectively. I have provided many bilingual courses and resources for schools – both in Carmarthenshire and in other LAs in Wales.
- I have worked with external bodies such as WJEC, Estyn and Welsh Government on matters relating to RE. For example, I inspect schools under Estyn contract and was one of the three inspectors who undertook the Estyn thematic review of RE in secondary schools in Wales.
- Before my present position, I was the head of RE and the head of lower school in Newcastle Emlyn Comprehensive school, Carmarthenshire.
- With this experience, I feel that I can continue to make a valuable contribution to the WASACRE executive and would find it a privilege to continue to serve on it.

2. Huw Stephens, M.A., B.Ed.- CYSAG Casnewydd

Bûm yn athro Addysg Grefyddol am 39 mlynedd tan i mi ymddeol yn 2012. Roedd fy ngyrfa yn y sector Uwchradd – Fair view, Y Coed Duon, Ysgol Queen's, Casnewydd, ac Ysgol Basaleg, Casnewydd. Dysgais y Cwrs Byr a Chwrs Llawn T.G.A.U., a Lefel A Addysg Grefyddol.

Roeddwn yn Bennaeth Blwyddyn 7, ac felly'n cymryd rhan yn ochr Fugeiliol bywyd yr ysgol ac yn gwneud llawer gyda disgyblion oedd yn trosglwyddo o'r Cynradd i'r ysgol Uwchradd. Bûm hefyd yn gwasanaethu fel Athro Lywodraethwr yn Ysgolion Queen's a Basaleg.

Cyn ymddeol, cefais fy enwebu fel cynrychiolydd i'r Bedyddwyr ar GYSAG Casnewydd ac rwyf wedi bod yn aelod rheolaidd a gweithgar ar y pwyllgor hwnnw, hefyd yn mynychu cyfarfodydd CCYSAGauC, fel cynrychiolydd Casnewydd.

Rwyf wedi chwarae rhan amlwg ym mywyd yr Eglwys leol, ac wedi ymddeol, cefais fy Ordeinio a'm Sefydlu fel Cyd-Weinidog yn fy Eglwys Fedyddwyr leol yn Rogerstone, Casnewydd.

Rwyf wedi bod yn briod â Rachel fy ngwraig, ers 30 mlynedd, ac mae gennym dair merch wedi tyfu i fyny – y tair ohonynt wedi priodi o fewn 10 mis i'w gilydd, yn syth ar ôl i mi ymddeol!

Mae gen i ddiddordeb mawr yn y ffordd y mae Astudiaethau Crefyddol yn datblygu ac rwyf yn ymwybodol fod CCYSAGauC mewn lle unigryw i gael llais cryf a gwybodus fel rhanddeiliad yn y trafodaethau parhaus am ffurf y cwricwlwm newydd. Rwyf yn barod i ddod â'm profiad a'm brwdfrydedd dros Astudiaethau Crefyddol i'r rôl y cefais fy enwebu ar ei chyfer.

2. Huw Stephens, M.A., B.Ed.- Newport SACRE

I was a Religious Studies teacher for 39 years until my retirement in 2012. My career was in the Secondary sector – Fair view, Blackwood, Queen's School, Newport, and Bassaleg School, Newport. I taught G.C.S.E. Short and Full Course, and Advanced Level religious Studies.

I was a Head of Year 7, involved in the Pastoral side of school life and heavily associated with the transition of pupils from Junior to Secondary school. I also served as a Teacher Governor at Queen's and Bassaleg Schools.

Before my retirement, I was nominated as a Baptist representative on Newport SACRE and have been a regular member and contributor on that committee, also attending WASACRE meetings, as a Newport representative.

I have been involved in local Church life and, in retirement, have been Ordained and Inducted as a Co-Pastor in my local Baptist Church in Rogerstone, Newport.

I have been married to Rachel, my wife, for 30 years, with three grown up daughters - all married within 10 months of each other, just after my retirement!

I am very interested in the way Religious Studies is developing and am aware that WASACRE is uniquely placed to have a strong and informed voice as a stakeholder in ongoing discussions about the shape of the new curriculum. I am willing to bring my experience and passion for Religious Studies to the role for which I have been nominated.

3. Moses Tutesigensi- CYSAG Powys

Dywedodd rhywun rywbryd fod gan y rhan fwyaf o bobl ddau ddiwylliant - diwylliant eu rhieni a diwylliant eu cenhedlaeth. Gall rhai feddu ar drydydd os yw eu hynafiaid yn dod o rywle gwahanol i'r lle maent yn byw ynddo! O'm rhan i, mae gen i o leiaf 4 diwylliant sy'n pwysu ar fy hunaniaeth - roeddwn yn blentyn yn Uganda, yn laslanc yn Lloegr, a bellach yn oedolyn ifanc yng Nghymru. Yn fwy pwysig na'r tri yna, yw'r pedwerydd - wedi cael fy magu ar aelwyd Gristnogol, deuthum yn Gristion ailanedig yn 15 oed.

Tua 15 oed oeddwn i pan ddeuthum i gysylltiad â CYSAG am y tro cyntaf. Yn fy ysgol, roeddwn yn cymryd rhan ar banel athrawon-disgyblion o'r enw 'Section 23' a nod y panel hwn oedd datblygu ethos Cristnogol yr ysgol (ysgol Gatholig oedd hi). Ac felly, dywedodd fy mhennaeth blwyddyn wrtha'i fod CYSAG Portsmouth yn ystyried sefydlu fforwm ieuencid i bobl ifanc â ffydd. I dorri stori hir yn fyr, roeddwn yn un o aelodau sylfaenol Fforwm Rhyng-ffydd Ieuencid Portsmouth, un o'r fforymau rhyng-ffydd cyntaf yn ne Lloegr. Parhaodd fy nghysylltiad â CYSAG Portsmouth tan 2014 wrth i mi gefnogi'r mudiad, yn ogystal â bod yn siaradwr mewn diwrnod cyfoethogi AG yn y ddinas.

Dyma fy wythfed flynedd o fyw yng Nghymru, wedi syrthio mewn cariad â'r lle a'r bobl wrth astudio biocemeg ym Mhrifysgol Caerdydd. Wedi graddio, treuliais ychydig o amser yn gwirfoddoli gyda Chymorth Cristnogol ac ar yn un pryd yn helpu gwaith dwy eglwys roeddwn wedi'u mynychu fel myfyriwr - St Philip's yn Nhremorfa, Caerdydd a phlwyf Bargoed, Deri a Brithdir yng Nghwm Rhymni. Rwyf bellach yn gweithio gydag Eglwys Bresbyteraidd Cymru yng Nghanolbarth Cymru fel Galluogwr Cenhadol ers canol 2013. Drwy fy ngwaith bob dydd rwyf yn dod i gysylltiad â gwahanol ysgolion, gwahanol gymunedau, ac eglwysi sydd â heriau gwahanol. Credaf yn gryf fod gan bobl o ffydd rôl allweddol yn yr amgylchiadau hynny i gyd.

Un o adnodau'r Beibl y ceisiaf lynu wrthi yw'r hyn a ddywed Duw drwy Eiseia wrth ei bobl - 'dysgwch wneud daioni, ceisiwch farn, achubwch gam y gorthrymedig, amddiffynnwch yr amddifad, a chymerwch blaid y weddw'. Mae'r rhain yn themâu y gellir eu harchwilio'n synhwyrol mewn cymdeithas luosryw grefyddol fel hon, ac i'r perwyl hwnnw y gobeithiaf y gallaf fod o ddefnydd ar Bwyllgor Gwaith CCYSAGauC.

3. Moses Tutesigensi- Powys SACRE

It has been said that most people occupy two cultures - that of their parents and the one of their generation. Some may have a third if their ancestry is of a different nation to their residence! As for me, I have at least 4 cultures that burden my identity - I was a child in Uganda, a teenager in England, and now a young adult in Wales. More fundamental to me than those three, is the fourth - having been raised in a Christian household, I became a born again Christian at age 15.

It was around the age of 15 that I first came into contact with a SACRE. At my school, I had gotten involved with a teacher-pupil panel called 'Section 23' which was charged with developing the christian ethos of the school (I went to a Roman Catholic school). And so, my head of year informed me that Portsmouth SACRE was looking to set up a youth forum for young people of faith. To cut a long story short, I subsequently became a founding member of the Portsmouth Youth Interfaith Forum, which was one of the first youth interfaith forum in southern England. My involvement with Portsmouth SACRE continued until 2014 by virtue of my supporting the organising, as well as being a speaker at, a city wide RE enrichment day.

I am now in my eighth year of living in Wales, after becoming besotted with the place and the people whilst studying biochemistry at Cardiff University. After graduating, I spent some time volunteering with Christian Aid whilst also supporting the work of two churches that I had become involved in as a student - St Philip's in Tremorfa, Cardiff and the parish of Bargoed, Deri and Brithdir in the Rhymney valley. I have now been working with the Presbyterian Church of Wales in Mid Wales as a mission enabler since mid 2013. My everyday work sees me coming into contact with different schools, different communities, and churches with different challenges. My core belief is that in all those circumstances people of faith have a critical role to play.

A Bible verse that I aspire to live by is taken from what God says through Isaiah to his people - 'learn to do good, seek justice, rebuke the oppressor, defend the fatherless, plead for the widow'. These are themes that can be explored sensibly in a religiously plural society like ours, and it is to this end I hope I can usefully serve on the WASACRE Executive.

4. Mathew Maidment – CYSAG Rhondda Cynon Taf

Rwyf wedi bod yn gweithio yn Ysgol Gyfun Bryn Celynnog ers dros ugain mlynedd. Wedi graddio o UWIC, dechreuais fy ngyrfa fel athro Addysg Gorfforol ac Addysg Grefyddol yn 1995. Yn dilyn anaf pêl-droed difrifol, deuthum yn aelod llawn-amser o'r adran Addysg Grefyddol a bellach rwyf yn bennaeth AG. Rwyf wedi dal nifer o swyddi yn ystod fy nghyfnod yn yr ysgol yn cynnwys cydlynu AbaCh, Ffeil Cynnydd, Anogwyr Dysgu a Sgiliau Allweddol, ac, wedi bod yn Bennaeth Blwyddyn ac yn sgil bod yn Bennaeth yr Ysgol Isaf, rwyf yn aelod o'r Uwch Dîm Rheoli Estynedig ers y pedair blynedd ddiwethaf.

Rwyf yn frwd dros Addysg Grefyddol ac yn ddiweddar deuthum yn aelod o GYSAG Rhondda Cynon Taf. Bum hefyd yng nghyfarfod CCYSAGauC yng Nglyn Ebwy ar 25 Tachwedd. Wrth fynychu cyfarfodydd CYSAG RCT a CCYSAGauC, sylweddolais bwysigrwydd y cyrff hyn. Gyda'r newidiadau sydd ar droed mewn addysg yng Nghymru, credaf fod rôl CCYSAGauC yn hanfodol ar yr adeg yma. Wrth i amser y cwricwlwm gael ei wasgu, mae'n rhaid i ni sicrhau ein bod yn glynu wrth y rhwymedigaeth statudol sydd ar ysgolion i gyflwyno AG addas ac ystyrion, ar draws pob cyfnod allweddol.

Yn CA4 rwyf yn poeni'n arbennig am y syniad o AG fel rhywbeth wrth fynd heibio sy'n rhan o gymwysterau eraill megis y Fagloriaeth Gymreig. Credaf fod angen i ni sicrhau fod ysgolion yn cynnig rhaglenni AG sy'n ymdrin yn effeithiol â maes llafur y cytunwyd arno, gydag amser rheolaidd a phriodol iddo ar y cwricwlwm ar draws blynyddoedd 10 ac 11.

Teimlaf fod yr opsiynau TGAU presennol gan CBAC wedi gweithio'n arbennig o dda, gydag opsiwn B, yn arbennig, yn ddiddorol i ddisgyblion CA4, waeth beth fo'u cefndir crefyddol neu ddigrefydd. Rwyf yn edrych ymlaen gyda diddordeb mawr felly at y manylebau TGAU newydd. Penderfynais gysylltu â Lynda Maddock (CBAC) i fynegi fy ngobeithion ar gyfer y cymhwyster newydd a'm cefnogaeth i'r gwaith y mae hi'n ei wneud. Ymhellach, cefais fy ngwahodd yn ddiweddar, gan Gill Vaisey, i fynychu cyfarfod posibl gyda Gareth Pierce (CBAC). Gofynnwyd am y cyfarfod hwn gan gynrychiolwyr o NAPFRE a CCYSAGauC i drafod rhai o'r materion sydd ynghlwm â'r TGAU newydd.

Gobeithiaf y byddai fy mhrofiad fel athro a Phennaeth Adran AG yn y sector uwchradd, yn ystod yr amser hwn o newid yn addysg Cymru, yn werthfawr i Bwyllgor Gwaith CCYSAGauC a byddwn yn ddiolchgar i gael cyfle i wasanaethu'r pwyllgor pe cawn fy mhenodi.

4. Mathew Maidment – Rhondda Cynon Taf SACRE

I have worked at Bryn Celynnog Comprehensive School for over twenty years. Having graduated from UWIC, I started my career as a teacher of Physical Education and Religious Education in 1995.

Following a serious football injury I became a full-time member of the Religious Education department and am now Head of RE. I have held a number of roles during my time at the school including the coordination of PSE, Progress File, Learning Coaching and Key Skills and, having been both a Head of Year and Head of Lower School, I have been a member of the Extended Senior Management Team for the past four years.

I am passionate about Religious Education and recently became a member of the RCT SACRE. I also attended the WASACRE meeting in Ebbw Vale on the 25th November. Attending the RCT SACRE and the WASACRE meetings made me realise the importance of these organisations. With the changes taking place, within education in Wales, I believe the role of WASACRE is vital at this time. As curriculum time is squeezed we must ensure that the statutory obligation for schools to deliver appropriate and meaningful RE, across all key stages, is being adhered to.

At KS4 I am particularly concerned at the prospect of 'token gesture' RE being delivered as part of other qualifications such as the Welsh Baccalaureate. I believe we need to ensure that schools provide RE programmes that effectively cover an agreed syllabus, with regular and appropriate curriculum time across years 10 and 11.

I feel that the current WJEC GCSE options have worked extremely well, with option B, especially, proving engaging for KS4 pupils, regardless of their religious or non-religious backgrounds. It is, therefore, with great interest that I await the new GCSE specifications. I have been proactive in contacting Lynda Maddock (WJEC) to express my hopes for the new qualification and my support for the work she is doing. Furthermore, I was recently invited, by Gill Vaisey, to attend a potential meeting with Gareth Pierce (WJEC). This meeting has been requested by representatives from NAPfRE and WASACRE to discuss some of the issues surrounding the new GCSE.

I hope my experience as a teacher of RE and Head of Department in the secondary school setting, during this time of change within Welsh education, would be of value to the WASACRE Executive Committee and I would be grateful for the opportunity to serve the committee if appointed as a member.

WG Curriculum Review Up-Date May 2016:

The curriculum reform team have shared the attached plan.

The work developing the Areas of Learning and Experience (AoLEs) outlined in Successful Futures will begin later in the year. We will be establishing working groups of Pioneers to lead the design and development of each AoLE and it will be during this second phase that we will be engaging with experts and stakeholders with subject specific interests to inform their work.

<http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/?lang=en>

As you may know, 106 Pioneer Schools have been appointed to focus on curriculum design and development. Working with Welsh and international experts, they will be designing the new curriculum and assessment arrangements for Wales. After a period of induction, they have recently begun their work designing the new curriculum framework. We have established four working groups of Pioneers, focussing on:

- Assessment and progression;
- Cross-curriculum responsibilities;
- Enrichment and experiences; and
- Welsh dimension, international perspective and wider skills.

At the moment, we hope to meet the AoLE groups before the end of the summer term for an induction meeting or event but this is yet to be confirmed.

I hope you find this useful for the time being and would suggest we aim to give you another update in the next couple of months.

Curriculum reform

Share

Last updated 05 April 2016

A new curriculum for Wales will be developed with education professionals across Wales with the aim of it being available to settings and schools by September 2018.

Schools will have some flexibility in determining how and when they begin first teaching of the new curriculum. Our ambition is that by 2021 settings and schools will be using the new curriculum to underpin teaching and learning for children and young people aged 3-16. A [New Deal for the Education Workforce](#) will equip education professionals to deliver the new curriculum.

4 purposes

The 4 purposes will be at the heart of our new curriculum. They will be the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to be:

- ambitious, capable learners ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Key elements

The new curriculum will include:

- 6 Areas of Learning and Experience from 3 to 16
- 3 cross curriculum responsibilities: literacy, numeracy and digital competence
- progression reference points at ages 5, 8, 11, 14 and 16
- achievement outcomes which describe expected achievements at each progression reference point.

The curriculum will be organised into 6 Areas of Learning and Experience:

- Expressive arts
- Health and well-being
- Humanities (including RE which should remain compulsory to age 16)
- Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages)
- Mathematics and numeracy
- Science and technology (including computer science).

Timeline

Below we set out the high level key milestones.

2015 - 2016: Pioneer Network established

2015 - 2018: Design and development phase of the new curriculum

July 2016: All New Deal Pioneer Schools will have developed their individual action plans

September 2016: Digital Competence Framework available

2017 - 2021: Practical support to schools to prepare for the new curriculum

July 2018: Nationally, a consistent professional learning offer will be available to all practitioners across Wales

September 2018: New curriculum and assessment arrangements available

September 2021: New curriculum and assessment arrangements in place

A plan for designing and developing the new curriculum and assessment framework has been developed in collaboration with Pioneer Schools and key stakeholders.

Presentation

[Curriculum reform: summary - April 2016](#) (File size: 2.7MB)

Videos

A video of [pupils' questions to Professor Donaldson](#) at Ysgol Gyfun Plasmawr is now available on YouTube.

A video of the [Education Minister's message to teachers about the New Curriculum for Wales](#) is now available on YouTube.

Contact us

Email: Curriculumforwales@wales.gsi.gov.uk

DOCUMENT DOWNLOAD



[A curriculum for Wales – a curriculum for life](#) (File size: 1.1MB)



[Poster: The four purposes of the curriculum for Wales](#) (File size: 134KB)



[List of Pioneer schools](#) (File size: 240KB)



[Plan for curriculum and assessment design and development](#)
(File size: 320KB)

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.

References: [ESTYN Inspection Framework Section 1](#) and the [Locally Agreed Syllabus for Religious Education](#)

Standards in Religious Education – progress in learning: Foundation Phase & KS2

Pupil Behaviour and Attitudes

- A strength of the school is the good behaviour, positive attitude and respect for staff shown by all pupils. This was commented upon in the LA Review and through the Link Officer and other LA support personnel through School Improvement Officers. However, a minority of Parents' questionnaire responses did not reflect this as 27% of parents were unsure if behaviour is good and 8% felt that it is not.
- The school has a sound Positive Behaviour Policy that is endorsed by the pupils, staff, and Governors. The policy was developed within our cluster of schools.
- Recently appointed Ffrindiau worked together to create new school rules and the Positive Discipline Plan. They hold worthwhile regular meetings and have a strong pupil voice.
- Pupils devise their own appropriate class rules on an annual basis in addition to revisiting our school rules.
- The school has had no permanent or short term exclusions in the last four years.
- High levels of pupil involvement in their learning, both in and out of school, impact on positive learning behaviours.
- Since the introduction of Foundation Phase and Curriculum 2008, most pupils have been involved in the planning of their class themes. The outcome of this has been that children are more effectively engaged in their learning. All pupils discuss 'what they know' and 'what they want to find out' about each theme, they also review this at its end. This has led to highly positive interest levels and pupils regularly contributing ideas from outside of school.
- The majority of pupils complete homework.

Community Involvement & Decision Making

- The School Council (SC) are elected annually by class members and feedback relevant information to the class council regularly. They are involved in a variety of ways, making positive contributions to school life, i.e. deciding on fund raising events and charities to support, raising awareness of healthy choices, promoting an environment where their voice counts throughout the school.
- SC hold worthwhile meetings as required and are responsible for organising the meetings.
- SC have been actively involved in interviews for teaching staff and the Headteacher.
- The school operates a valuable Ffrindiau system which has resulted in pupils helping one another to engage better with one another.
- The School's Eco Committee were fully involved in the attainment of the Eco-Schools' Green Flag Award in 2011. The Eco Committee, along with all other pupils, effectively promote healthy lifestyles through activities such as fruit tuck shop (see 2.3.1), recycling, and rainwater harvesting, composting/recycling.
- The school offers many skilful extra-curricular activities. These vary throughout the year.
- In the local and wider community, pupils participate in numerous activities such as singing with Male Voice Choirs to support local charities, such as 'Bridges', Raising funds for national charities such as MacMillan Cancer and Genes for Jeans.
- The school has a suitable allotment area where each class is responsible for a section.
- The school is host to a worthwhile carer/toddler group which liaises closely with the Nursery class and staff. This provides continuity for pupils and provides an opportunity for parents to share with one another and build good relationships.

Social & Life Skills

- Pupils are prepared for life by quality initiatives such as: Healthy Schools, Eco activities, working with businesses in the community and the allotment project.
- Pupils readily present the results of their learning to other pupils, parents/carers and Governors, through leading assemblies, concerts and other learning opportunities.
- Pupils' emotional development is thoroughly enhanced and promoted through PSE, Circle Time and SEAL sessions as well as whole school assemblies.
- The school nurse runs informative sessions for Year 5 and 6 pupils, where issues of puberty are addressed. She is also available to discuss individual issues with parents and has run information sessions on issues such as head lice. The outcome is pupils and parents are kept well informed.
- The development of skills through the National Curriculum and the progression of pupils' skills are carefully monitored through the thematic plans, schemes, lesson planning and assessment. Through this pupils have good opportunities to work with others, work independently and in teams/pairs to solve problems and develop their thinking skills.

Areas for Development

- Continue to provide quality opportunities for pupils to have more involvement in shaping their learning experiences.

Excellent

Good

Good

Adequate

Unsatisfactory

Key Question 2: How good is provision in Religious Education?

- A self evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.
- In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2.
- In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: [ESTYN Inspection Framework 2.1 and 2.2](#) and the [Locally Agreed Syllabus for Religious Education](#)

The teaching: planning and range of strategies - Foundation Phase & KS2

Health and Wellbeing

- The school has effective policies and arrangements for promoting healthy living and pupils' emotional and physical wellbeing.
- Through the comprehensive SEAL initiative, other PSE sessions and assemblies pupils are encouraged to consider their own feelings and those of others in school and the wider/world communities.
- The school is the first in Monmouthshire to adopt a Values-based Education (April 2016) to enhance our current provision for PSE and impact positively on home life.
- The school has a well embedded open door policy where parents/carers are encouraged to come into school and share issues that may affect their child/ren. The school also offers three parents/carers consultations a year where parents/carers are involved in target setting as well as discussions about their child's wellbeing.
- In addition to PSE/SEAL initiatives, the school also offers pupil high quality support in: substance misuse; internet safety; road safety; stranger awareness; healthy lifestyles; sex and relationships through partnership with external agencies such as the Police, School Nurse, Road Safety Officers and LA Healthy Schools Liaison Workers.
- Thorough site checks are undertaken termly by the Headteacher and Governor with responsibility for Health and Safety. Information obtained is shared with Governing Body.
- As mentioned in 1.2, the school has Positive Behaviour and Anti-bullying Policies. The effectiveness of these policies is shown through very few reported incidents.
- A robust reporting strategy is in place for any incidents of oppressive behaviour. Racial incidents are monitored monthly by MCC.
- The attendance data and pupil discussions show that the majority of pupils enjoy school life.
- As mentioned previously, the school promotes good behaviour and attendance and this can be seen from attendance data and lack of exclusions.
- All Foundation Phase pupils are provided with a healthy snack daily and a healthy tuck shop is available for KS2 pupils promoting a healthy lifestyle.
- All pupils are encouraged to eat a healthy packed lunch if not receiving school meals. A Packed Lunch Policy has been introduced and is available on our school website.
- Healthy school meals are freshly prepared on site and meet statutory requirements regarding healthy eating.
- All pupils are provided with, and encouraged to use, a water bottle in line with school policy.
- PSE encourages and promote active learning and healthy relationships on the playground.
- 100% attendance is celebrated and rewarded on a termly and yearly basis.
- SEAL is used to explore feelings and positively respond to difficult situations.
- School provide a wide range of extra-curricular activities – sport, dance, computer, choir, iPad, gardening etc.
- Opportunities for pupils and parents to share their views and opinions through questionnaires are provided annually. The responses are analysed and suggestions are acted upon.

Spiritual, Moral, Social and Cultural Development

- All pupils are given very good opportunities to develop a sense of curiosity, empathy and reflection through the curriculum, Religious Education (RE), PSE, ESDGC, Values-based Education + SEAL.
- The school follows the Monmouthshire Agreed Syllabus for RE which considers practices of religion throughout the world.
- Pupils are actively encouraged to share their own experiences of diverse cultures.
- Through the SEAL/Thoughtful Thursday initiative and 'Circle Time' sessions, pupils are encouraged to take responsibility, show initiative, and demonstrate an understanding of 'right from wrong' and community awareness. This is a strong feature of the school ethos and values, and is enhanced by the introduction of Values-based Education.
- In conjunction with their teachers, pupils have developed their own effective classroom rules.
- Positive school rules are embedded throughout the school and are reviewed/amended regularly through assemblies, school

<ul style="list-style-type: none"> • Council meetings, and Ffrindiau meetings. • As a Community School the facilities are used by members of the local area. Many local community activities and groups are supported by the school. These include: weekly Food Co-op, visits to (and from) local churches, visits to Monmouth town museums and library. • The school choir has performed in numerous concerts, including the charitable event '1000 Voices' in the Motorsport Arena. They are part of the Cluster Choir and regularly perform in the local area. All pupils are also given the opportunity to perform in local projects i.e. Junior Monmouth's Got Talent. <p>Evidence – Book Looks and Planning scrutiny have revealed that RE is taught weekly for a minimum of 1 hour throughout all phases within the school. Pupils are given good opportunities to develop their spiritual, moral, social and cultural development. No lesson observations have been monitored this academic year with a RE focus.</p>							
Areas for Development <ul style="list-style-type: none"> • Lesson observations with a RE focus. 							
Excellent		Good	Good	Adequate		Unsatisfactory	

Signed: *S. A. Wright* (Headteacher)

Date: 23/05/16

Name of School: Kymin View primary & Nursery School

Collective Worship

Key Question 2: How good is provision in Collective Worship?

Does Collective Worship meet the statutory requirements?	Yes	No
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References: [ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' \(September 2010\)](#), ['Religious Education and Collective Worship' \(Welsh Office Circular 10/94\)](#)
[WASACRE Guidance on Collective Worship 2012](#)

Good features in relation to the quality of Collective Worship

- The school meets the statutory need for daily collective worship encompassing a range of beliefs through visiting local clergy.
- Rev Gill (Foundation Phase) & Rev Kev (Key Stage 2) take regular (usually weekly) assemblies throughout the year. In addition Toni Bugeja (Christian Schools Worker) and Ian Roberts (Wyesham Christian Fellowship) take an assembly each half term.
- Two informative half-termly SEAL assemblies are held to reinforce their social and moral development learning which is carried out in class.
- Each year, all pupils are involved in devising and leading their own class assembly for parents/carers and other community members. These are consistently good and appreciated by parents.
- All pupils are included in all assemblies. No pupils have been excluded despite having different beliefs.
- Nursery and Year 2 pupils perform a Christmas play which includes the Nativity each year to their parents and all other pupils in the school.
- Year 3/4 perform an Easter play each year to their parents and all other pupils in the school.
- Children regularly learn new songs and sing praise, worship and biblical story based songs in assembly.

Areas for Development in relation to the quality of Collective Worship

- All our visitors have been from a Christian faith. Collective Worship is dominated by Christian beliefs and values and we now need to be more inclusive by inviting people from alternate faiths to share their thoughts with us.

Excellent		Good	Good	Adequate		Unsatisfactory	
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Signed: S. A. Wright (Headteacher)

Date: 23/05/16

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Name of School: Trellech Primary School

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.

References: [ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education](#)

Standards in Religious Education – progress in learning: Foundation Phase / KS2 / KS3/ KS4

- Planning is based on the Agreed Syllabus for Religious Education and the use of units of work prepared by the Monmouthshire/Blaenau Gwent partnership. This ensures good coverage of all faiths through meaningful topics and activities.
- Pupils regularly visit the local church and study special places, including places of worship, which has helped them to understand and appreciate their importance. This has been enhanced through excellent links with the local clergy who visits the school on a fortnightly basis to deliver Collective Worship. The school makes good use of visitors to support the teaching of faiths and to enhance understanding of key festivals, including Chinese New Year and Divali and Eid. We have also had visits from the local Quaker group, who have also given many valuable resources to support the teaching of RE – in particular the 'Teach Peace Pack'.
- Yr. 6 pupils participate in an annual Easter Experience as part of Monmouth's cluster working.
- The 2015 Estyn report recognised that throughout the school, the quality of pupils' speaking and listening skills is exceptionally good. They listen attentively to one another's ideas and present arguments convincingly, expressing their opinions with maturity and fluency. This is particularly evident in RE sessions where pupils are able to debate complex and moral issues.
- The school tracks individual pupil progress for all subjects, including RE, using the skills from the Agreed Syllabus. The skills of enquiry, investigating and evaluating are carried out very well in RE sessions where pupils are encouraged to reflect on and to challenge ideas and opinions. Pupil use a range of ICT to support investigative and research tasks.
- Estyn also noted that most pupils grow in confidence and learn to show care, respect and concern for others. Many older pupils learn to take risks, persevere and develop their resilience and that teachers provide good opportunities for pupils' spiritual, moral, social and cultural development.

Areas for Development

- Further develop Assessment for Learning strategies in RE in line with core subject areas
- Audit RE resources, artefacts and update

Excellent

Good

X

Adequate

Unsatisfactory

Key Question 2: How good is provision in Religious Education?

- A self evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.
- In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2.
- In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: [ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education](#)

The teaching: planning and range of strategies - Foundation Phase / KS2 / KS3/ KS4

- The school uses a Higher Level Teaching Assistant to deliver RE lessons in all Foundation Phase and Key Stage 2 classes. Use of the HLTA for RE delivery has been instrumental in helping to raise standards in RE through consistent, carefully planned units of work.
- Discussions between the Headteacher, Humanities/ RE Co-ordinator and HLTA demonstrate that pupils are being taught RE skills well. This is backed up by lesson observations and scrutiny of pupils' work, although this is a less formal system than for core areas.
- Lesson observations and external observations (Estyn and EAS) has demonstrated that throughout the school, teachers and teaching staff have a consistent approach to teaching and learning, which ensures that pupils achieve well. They create a positive and co-operative working atmosphere. This ensures that pupils understand the aims of the lessons and helps them to recognise what they need to do to succeed. Without exception, teachers have high expectations of pupils' behaviour and attainment, and the quality of the work produced reflects this.
- Individual class led assemblies, from Reception to Year 6, occur on an annual basis and this has been established since

2012, which enables pupils to share their learning experiences with family and peers. It also provides opportunities for reflection.

- All pupils were involved in developing the schools' 5 –a–day culture and THINK posters as a core part of our code of conduct and a whole school approach shared values. Estyn noted that all pupils have a thorough understanding of the school's behaviour policy and respond very well to it. All pupils speak respectfully to adults and to one another, and are welcoming to visitors.
- The school provides a caring and welcoming environment, and places strong emphasis on the wellbeing of its pupils. Teachers implement effective strategies consistently to nurture self-discipline. The school's approach to behaviour management encourages children to act in a mature and co-operative way and to show mutual respect
- Assessment for Learning and next step marking procedures help to identify the next step of learning for pupils.

Areas for Development

- Action Marking to be implemented to ensure pupils are given opportunities to reflect on and respond to statements from teacher.

Excellent		Good	X	Adequate		Unsatisfactory	
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Name of School:

Collective Worship

Key Question 2: How good is provision in Collective Worship?

Does Collective Worship meet the statutory requirements?	Yes X	No
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References: [ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' \(September 2010\)](#), ['Religious Education and Collective Worship' \(Welsh Office Circular 10/94\)](#)
[WASACRE Guidance on Collective Worship 2012](#)

Good features in relation to the quality of Collective Worship

- The school does not meet requirements for daily worship in all respects, as teachers withdraw a very few children for support during assembly one day a week, although this has now been addressed.
- Collective Worship provides opportunities to reflect on core themes of values and respect.
- SEAL (Social and Emotional Aspects of Learning) themes help to support and enhance pupils' Values, morals, attitudes and understanding.
- The local Vicar regularly leads fortnightly Collective Worship sessions.
- Visitors such as Tony Bujeya and Reverend Grieves are welcomed termly into school.
- All teaching staff lead acts of Collective Worship on a rota basis, with the HT leading Collective Worship every Monday and Friday mornings

Areas for Development in relation to the quality of Collective Worship

- Ensure daily Collective worship meets statutory requirement every day.

Excellent		Good	X	Adequate		Unsatisfactory	
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Signed: *K Christofi* (Headteacher)

Date: 17.05.2016

Name of School: Llanfoist Fawr Primary School

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.

References: [ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education](#)

Standards in Religious Education – progress in learning: Foundation Phase / KS2 / KS3/ KS4

- Planning is based on locally Agreed Syllabus for Religious Education. Use of the Progression Skills Ladders in RE for Foundation Phase and Key Stage 2 has ensured continuity and progression of skills development throughout the school and coverage of the Agreed Syllabus for Religious Education. Use and application of the Skills Ladders has been instrumental in helping to raise standards in RE throughout the school.
- Pupils in the Foundation Phase and Key 2 have visited local places of worship which has helped them to understand and appreciate why they are important to believers. Pupils have a good understanding of teachings, practices and faiths through their studies in the local area. This has been enhanced through excellent links with the local clergy and members of the local Quaker group and visits to their churches and Peace Garden. By studying faith in the local area good progress has been made in pupils' understanding of beliefs, teachings and practices. Pupils can identify some similarities and differences between the ways Christians and Muslims worship. This was ably demonstrated through the use of IT as a skill across the curriculum to compare Christianity and Islam.
- Most pupils are adept at using their communication skills to express personal opinion and beliefs and to listen intently to, appreciate and tolerate the views and opinions of others. As pupils progress through the year groups they grow increasingly more competent in asking and answering ever more complex moral questions such as; "Are we harming the world we live in through thoughtless development?". Teacher assessments reflect the progress pupils have made in their communication skills.
- Development of pupils' independent skills has been a major school priority. RE has helped to develop this area through evidence gathering activities, questioning of visitors, examination and handling of artefacts, internet research and carefully planned investigations. Pupils are encouraged to reflect on and to carefully consider their conclusions. Independent skills are encouraged from the youngest age and by the time pupils reach upper juniors, they are embedded.
- Pupils exhibit great social conscience and are always keen to help those less fortunate by raising funds for local, national and world charities. This academic year they have raised funds for Velindre Hospital, Children in Need, The Abergaveeny Food Bank, Water Aid, the Rotary Club and the Royal British Legion.

Areas for Development

- Further develop Assessment for Learning strategies to accurately assess outcomes in RE.
- Continue to provide more opportunities in RE lessons to develop the skills and knowledge of more able pupils.

Excellent

Good

X

Adequate

Unsatisfactory

Key Question 2: How good is provision in Religious Education?

- A self evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.
- In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2.
- In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: [ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education](#)

The teaching: planning and range of strategies - Foundation Phase / KS2 / KS3/ KS4

- The school uses a Higher Level Teaching Assistant (an experienced qualified teacher] to deliver RE lessons in all Foundation Phase and Key Stage 2 classes. Use of the HLTA for RE delivery has been instrumental in helping to raise standards in RE throughout the school. Each class has 5% of the weekly timetable allocated to RE
- Discussions between the Headteacher and RE Co-ordinator and HT lesson observations has demonstrated that a wide range of methodology and experiences are used to develop pupils' skills and understanding in this area. Expectations of all pupils is high and they are always encouraged to give of their best. This has resulted in pupils producing quality work.
- Pupils' independent working skills have been enhanced through implementing activities that promote thinking skills

(skill across the curriculum.) A range of thinking strategies are in place such as enquiry based learning. This has improved pupils' ability to contribute effectively in group discussions.

- Individual class led assemblies, from Reception to Year 6, have been established allowing pupils to share collective worship with parents, carers, relatives and friends. Pupils share their learning experiences with a great deal of competence and confidence. This has resulted in greater parental engagement in school.
- Assessment for Learning procedures help to identify the next step of learning for pupils. Assessment records, at present are held by the HLTA.

Areas for Development

- In accordance with the recommendation of the 2012 Estyn Inspection, monitoring processes and procedures will be developed. The HLTA will use the school's 5 Stage Model of Monitoring to monitor standards in RE (SIP Priority Area 6: Develop comprehensive systems for monitoring, evaluating and improving the standards of pupils' work and the quality of teaching).
- Embed RE recording of pupil outcomes in RE into the Incerts systems to track pupil progress and achievement.

Excellent		Good	X	Adequate		Unsatisfactory	
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Name of School:

Collective Worship

Key Question 2: How good is provision in Collective Worship?

Does Collective Worship meet the statutory requirements?	Yes X	No
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References: [ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' \(September 2010\)](#), ['Religious Education and Collective Worship' \(Welsh Office Circular 10/94\)](#)
[WASACRE Guidance on Collective Worship 2012](#)

Good features in relation to the quality of Collective Worship

- The school holds a daily act of Collective Worship and fully meets its statutory requirements.
- Collective Worship provides opportunities to reflect and to praise through singing. Singing of hymns is ably led by the Music Co-ordinator and is of a very high standard.
- SEAL (Social and Emotional Aspects of Learning) themes help to support and enhance pupils' Christian Values, morals, attitudes and understanding.
- The local Vicar is a visitor and regularly leads Collective Worship and Christian Festivals in the school. (He even provides the disco for PTFA events and acts as the DJ!)
- Once during the academic year each class leads a Collective Worship session.
- Foundation Phase and KS2 Leaders lead acts of Collective Worship on a rota basis..

Areas for Development in relation to the quality of Collective Worship

- Timetable the newly appointed Deputy Headteacher to lead an Act of Collective Worship one day per week.
- Ensure opportunities are planned during Collective Worship to raise awareness of beliefs and worship of other cultures and religions.
- Staff to consider how elements of the 'Donaldson curriculum' might be mapped into Collective Worship Plans.

Excellent		Good	X	Adequate		Unsatisfactory	
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Signed: *J Murphy* (Headteacher)

Date: 15.05.2016