

**CAERPHILLY COUNTY BOROUGH COUNCIL**

**STANDING ADVISORY COUNCIL  
FOR RELIGIOUS EDUCATION**

**ANNUAL REPORT**

**2012-2013**

**THE ANNUAL REPORT OF THE CAERPHILLY STANDING ADVISORY COUNCIL  
FOR RELIGIOUS EDUCATION**

**2012- 2013**

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# THE ANNUAL REPORT OF CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

2012- 2013

## SECTION 1: INFORMATION ABOUT SACRE

### 1.1 DUTY TO ESTABLISH SACRE

All Local Authorities are required to constitute Standing Advisory Council for Religious Education (SACRE) within their local area.

### 1.2 COMPOSITION OF SACRE

Representation on SACRE is required as follows:-

- Such Christian and other religious denominations as, in the opinion of the Local Authority, will appropriately reflect the principal religious traditions in the area
- Associations representing teachers
- The Local Education Authority

The Local Authority determined that the SACRE should comprise of six elected members, five representatives of religious bodies and six representatives of teachers' associations. In addition, the Authority allowed for two other individuals to be co-opted. Both co-opted places are currently filled.

### 1.3 MEMBERSHIP OF SACRE

The list of members of Caerphilly SACRE is set out in Appendix 1. Every effort has been made to seek representation from non-Christian communities but SACRE has experienced difficulties in finding such representation. SACRE commissioned the Clerk to SACRE to find out the composition of religions in Caerphilly County Borough Council and it was evident that statistically there are very few non-Christian religions represented in the area. The Clerk to SACRE has contacted VALREC (Valleys Racial Equality Council) to see if a wider representation can be found. Mr Darren Ralph (VALREC) has served as a co-opted member of SACRE to bring his experience of working with different communities to the work of SACRE but has unfortunately had to resign this year because of other commitments.

### 1.4 FUNCTIONS OF SACRE

- To advise the Local Authority on worship and the religious education to be given in accordance with the agreed syllabus including methods of teaching, advice on materials and the provision of training for teachers
- To consider whether to recommend to the local authority that its current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference.
- To consider whether the requirement that religious worship in a county school should be 'broadly Christian in nature' should be varied (determinations)
- To report to the Local Authority and the Department for Education and Skills (DfES) on its activities on an annual basis.

## **1.5 MEETINGS**

SACRE met on four occasions during the academic year 2012-13.

Tuesday October 2nd 2012  
Wednesday December 12th 2012  
Thursday February 28th 2013  
Monday June 10th 2013

SACRE has resolved that, where possible, meetings will be held at alternative venues such as schools or places of worship. During the academic year 2012- 2013 SACRE held meetings at three schools and one at the council offices.

## **1.6 DEVELOPMENT PLAN**

SACRE adopted a development plan as a basis for its activities for the period 2012 - 2015. A year on year progress report is included in the plan. The plan can be found in Appendix 3.

## **1.7 CIRCULATION OF REPORT**

Copies of this report are circulated electronically to those organisations and establishments listed in Appendix 7. It is also available on the WASACRE website.

## **EXECUTIVE SUMMARY**

Summary of the advice given to the local authority by SACRE

### **RELIGIOUS EDUCATION**

#### **Issue**

To monitor provision and standards in RE

#### **Action**

1. SACRE considers and analyses school inspection reports. If there are any issues regarding RE, such as non-fulfilment of statutory requirements, then the LA follows this up. During the academic year 2012-2013 no such follow up action was necessary.
2. SACRE, in consultation with the local authority and its schools resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor provision and standards in RE. A review of school self evaluation reports took place in 2012/13 and a summary report was presented to SACRE at its Spring meeting.
3. SACRE analyses examination results over a three-year period and identifies trends in performance benchmarked against all Wales data. Schools are informed of the outcomes of this analysis and any issues raised by SACRE. This year secondary schools with sixth forms schools were asked to complete a pro forma identifying take up for AS level to gauge whether this shows an upward or downward trend so that the noticeable reduction in numbers in 2012 can be monitored. Members were pleased to note that, for those schools that responded, there was an upward trend.
4. The local authority and its SACRE gather and analyses data regarding KS3 Teacher Assessment in RE. This information is shared with teachers through the distribution of the end of year SACRE Annual Report.
5. The Chief Moderator's Report for the WJEC/DfES moderation of Teacher Assessment at KS3 has been considered by SACRE with outcomes from schools in the LA shared with members.

### **THE AGREED SYLLABUS FOR RE**

#### **Issue**

To fulfil the legal requirement to review the agreed syllabus for RE on a five yearly basis and ensure the agreed syllabus is being implemented in schools

#### **Action**

1. In 2008 Standing Conference endorsed and adopted a new agreed syllabus for the Authority's schools, which was implemented from September 2008.
2. In June 2013 Standing Conference endorsed the re-adoption of the Caerphilly Agreed Syllabus for Religious Education with an understanding that the syllabus would be reviewed once further information is received in relation to the assessment and national curriculum review.

### **TEACHING MATERIALS**

#### **Issue**

To ensure that schools are informed of suitable resources

### **Action**

1. All schools were informed of the 2013 Holocaust Memorial Day theme 'Communities Together: Build a Bridge' and that Holocaust resources can be found on their website [www.hmd.org.uk](http://www.hmd.org.uk) – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

## **TRAINING FOR TEACHERS**

### **Issue**

To ensure that teachers are able to access appropriate CPD

### **Action**

1. Secondary schools received training on standards at KS3 that was funded by WASACRE and provided on a consortia basis.

## **COLLECTIVE WORSHIP**

### **Issue**

To ensure that schools fulfil statutory requirements for collective worship and provide a worthwhile experience for pupils.

### **Action**

1. SACRE monitors the sections of inspection reports that are concerned with collective worship and SMSC and the LA follows up on any non- fulfilment of statutory requirements by requesting their action plan. At primary level the provision for collective worship meets statutory requirements. At secondary level three schools were inspected and two schools did not meet the statutory requirement to provide a daily act of collective worship for all pupils. SACRE has requested their action plans.
2. SACRE has resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor fulfilment of statutory requirements, provision and quality of collective worship. A review of school self evaluation reports took place in 2012/13 and a summary report was presented to SACRE at its Spring meeting.

## **OTHER ISSUES:**

**Aim:** To ensure a more informed SACRE through providing regular updates on local and national issues.

1. SACRE has maintained its membership of WASACRE and receives termly feedback from the meetings of the Association.
2. SACRE has discussed the report 'WASACRE survey: SACREs and their local community' and members have given consideration to the recommendations.
3. Members have received presentations on a number of issues:
  - *The work of a Secondary School RE Department* by Cwmcarn High School (Autumn 2012)
  - *Teaching: An NQT Perspective* by Danielle Pascoe of Newbridge School (Spring 2013)
  - *The Roles and Responsibilities of SACRE* by Vicky Thomas

## **SECTION 2:           ADVICE ON RELIGIOUS EDUCATION**

### **2.1     THE LOCALLY AGREED SYLLABUS**

In the Spring Term 2008 the Standing Conference endorsed and adopted a new agreed syllabus for the Authority's schools, which was implemented from September 2008. The agreed syllabus closely relates to the National Exemplar Framework for RE. A yearly programme of INSET and specific training on the agreed syllabus has been offered alongside comprehensive support materials such as *Schemes of Work* and secondary *Progress in Learning* materials being issued to schools. During the 2012/13 academic year SACRE was made aware of the announcement by the Minister of a pending review of assessment and the National Curriculum in Wales. This review would involve the introduction of the National Literacy and Numeracy Framework and the identification of revisions to the current assessment and curriculum arrangements. During the Summer Term 2013 Standing Conference endorsed the re-adoption of the current syllabus with an understanding that the syllabus would undergo review once the outcomes of the review of assessment, the National Curriculum and the Foundation Phase are made available. (September 2014 onwards)

### **2.2     STANDARDS IN RE**

SACRE has adopted a number of strategies for monitoring standards being achieved in religious education in the Authority's schools that include the following.

#### **2.2a    School Inspection Reports**

The local authority and its SACRE scrutinise relevant sections of school inspection reports on a twice-yearly basis and if there are any issues regarding RE, such as non fulfilment of statutory requirements, then the LA follows this up. SACRE has examined 19 inspection reports consisting of one infant school, one junior school, 13 primary schools, 3 secondary schools and one special school for the period Summer 2012-Spring 2013. There were no issues relating to RE identified in the reports and therefore no follow up action was necessary.

SACRE has been informed of the thematic review of religious education by the school inspectorate Estyn in the autumn 2012. The LA and its SACRE look forward to the report and using this information as a benchmark against which to measure standards in RE.

#### **2.2b    School Self Evaluation**

SACRE has resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor provision and standards in RE. Schools have been consulted on this and a time scale agreed. A review took place this academic year and the outcomes are as follows:

#### **PRIMARY**

##### **Standards: Good Features**

- 82% (9/11) primary schools responded, 8 schools graded **standards** as 'good' and one did not award themselves a grade
- Most pupils achieve good standards and make good progress in line with age and ability

- Most pupils show knowledge and understanding of the religions they study and can identify similarities and differences between the ways religions worship and celebrate.
- Most pupils in the Foundation stage can recall and discuss religious festivals and celebrations they have been studying.
- Most pupils can ask meaningful questions and express personal opinions regarding religious and moral issues.
- Skills development is good.

#### **Standards: Areas for Development**

- Further develop reflection skills and the spiritual element of RE
- Encourage pupils to more fully explain their opinions and answers.
- Pupils to identify the next steps in their learning by becoming more self-evaluative.

#### **Provision: Good Features**

- 82% (9/11) primary schools responded, 8 schools graded provision as 'good' and one did not award themselves a grade
- There is a consistent approach to planning with schemes of work that follow the requirements of the agreed syllabus and the Foundation Phase documents. RE appears to be firmly embedded at the core of the curriculum even in cross-curricular approaches to planning.
- Sound self evaluation processes - of lessons, pupils work and planning documents - enables schools to make judgements on quality of teaching and pupils attitudes to learning.
- Teachers have a sound knowledge of the religions that they teach and use a wide range of teaching and learning strategies including thinking skills activities. Foundation Phase pupils have opportunities for 'hands on' experiences and role-play.

#### **Provision: Areas for Development**

- Expand the range of strategies and resources to develop pupils' reflection skills and use more interactive resources.
- Support RE co-ordinators through training and developing contacts with local faith communities.

### **SECONDARY**

#### **Standards: Good Features**

- 100% response as only one secondary school was included in the cycle.
- Standards at key stages 3 and 4 are good.
- At KS3 the data shows that at L5+ year on year pupils perform better than LA figures for RE. At L6+ the data shows they are slightly below LA figures for the last two years.
- At KS4 there is an excellent cohort entry for full course. Results have improved in 2011.

#### **Standards: Areas for Development**

- Increase the number of pupils achieving L6+ to match LA figures.
- Reduce the number of pupils achieving borderline grades D and G through the use of revision classes and focus groups.

#### **Provision: Good Features**

- Statutory requirements are met with RE provided at KS3-5.



- Time allocation meets the requirements of the agreed syllabus and the examination boards.
- The subject is mainly taught by subject specialists using a wide range of teaching and learning strategies and resources.
- Sound self evaluation processes - of lessons, pupils work and planning documents - enables schools to make judgements on quality of teaching and pupils attitudes to learning.

#### **Provision: Areas for Development**

- Continue to develop the use of skills during lessons in line with school and government priorities.
- Develop links with the local community to enhance the sixth form conferences.

#### **2.2c Examination Results 2011**

Examination results for GCSE and GCE AS /Advanced Level achieved by pupils at secondary schools within the Authority have been analysed and considered. The results are compared with results of the previous 3 years. Cohort entry numbers in comparison to All -Wales figures (where available) are also analysed.

In **GCSE Religious Studies** fourteen schools entered 697 pupils and this is a year on year increase in entry numbers and schools entering.

The overall % of **A\*-C** grades for Caerphilly was **69%**. This is below previous performance for the LA and the All Wales figure of 74%.

The overall % of **A\*-G** grades for Caerphilly was **99%**. This shows year on year an excellent pass rate and is better than the All Wales figure of 98%.

The overall % of **A\*-A** grades for Caerphilly was **35%** and is again an excellent result. There has been a consistency in a significant % of pupils achieving this top grade over a three-year period. Girls outperform boys at the top grades of A\*-A and A\*-C.

SACRE was very pleased with this very good performance and schools are to be commended at maintaining such good examination results.

**At GCSE Short Course in Religious Education** numbers have increased this year with a healthy entry figure of 949 entries from 13 schools.

The overall % of **A\*-C** grades for Caerphilly was **47%** and is comparable to last year.

The overall % of **A\*-G** grades for Caerphilly was **92%** and below previous performance of the last three years.

The overall % of **A\*-A** grades for Caerphilly was **15%** and is below previous performance. Girls outperform boys at all grade boundaries.

It should be noted that in some schools more able pupils are entered for two short courses - with their results being shown in the full course outcomes - and this does have implications for Short Course results at the top grades of A\*-A and A\*-C. SACRE is very pleased that 92% of pupils receive some kind of accreditation for their studies at KS4.

At **GCE Advanced Level** there were fewer candidates this year with 67 entries.

Those pupils achieving **A\*-A** grade was **19%** and is similar to previous performance.

The % pass rate for grades **A\* - C** was **67%** and is below previous performance and the All Wales figure of 81%.

The 100% pass rate for grades **A\* - E** was again excellent this year and is the same as 2011 and above the All Wales figure of 99%.

Girls slightly outperform boys at the higher grades.

At **AS level** there was a significant drop in entry numbers this year with 22 candidates from the same number of schools (7). SACRE resolved to write to schools to find out whether the reduction in numbers at AS level is symptomatic of a general demise of the subject at AS (which runs counter to the national trend) and monitor whether there is an upward or downward trend.

At **A-E** the pass rate of **77%** is comparable to 2011 but below the very good performance of 2010.

At **A-C** the pass rate was **45%** and below 2011 but significantly below the very good performance of 2010.

At grade A the pass rate was **9%** and this is below previous performance.

Girls significantly outperform boys at the top grade of A and comparable with boys at A-C and A-E.

It should be noted that definitive conclusions cannot be drawn because the figures represent raw scores and do not necessarily reflect the selectivity of the entry and in some cases the numbers are too small to be statistically significant.

A detailed table of examination results is found in Appendix 4.

SACRE resolved to write to schools informing them of the examination analysis and asking them to supply information on take up for AS level so that the reduction in numbers in 2012 can be monitored.

- **Analysis of KS3 Teacher Assessment 2011 and 2012**

The local authority conducts an analysis of teacher assessment at the end of key stage 3. Comparisons are made with previous performance in religious education and also with some Core and Foundation subjects of the National Curriculum. All schools in the LA submitted their results.

Results at L5+ are 71.5% for all pupils and this is better than 2011 (68.3%) and 2010 (68.4%). Boys' performance has slightly decreased and girls' performance has greatly increased by 9%. The results overall are below English and History for the LA and All Wales figures.

Results at L6+ are 27.1 % and better than the 2011 performance (25.9%). Boys' performance has decreased whilst girls' performance has increased by approx 7%. The gap in performance between boys and girls had narrowed in 2011 at both L5+ and L6+ but has increased in 2012.

The results overall are below English and History for LA and All Wales figures.

Gender differences in RE

	2010	2011	2012
L5+	16%	6.6%	18.2%
L6+	10%	2.3%	13.4%

A detailed table of KS3 teacher assessment 2011 and 2012 can be found in Appendix 5.

## 2.3 METHODS OF TEACHING, TEACHING MATERIALS AND TEACHER TRAINING

### INSET

The local authority informed SACRE that the South East Wales Consortium advertises their courses through CPD online. With the current Welsh Assembly Government's emphasis on Literacy and Numeracy very little subject specific training is on offer. However, in Spring 2013 secondary colleagues were invited to attend a course on KS3 internal moderation and portfolio development in RE. The purpose of the training was to follow up on the main messages given to schools in the Chief Moderator's Report of Summer 2012 and also to help teachers to develop a common understanding of standards and enhance their internal moderation. This course was funded by WASACRE and provided on a consortia basis.

### Teaching Materials

All schools were informed of the 2013 Holocaust Memorial Day theme '**Communities Together: Build a Bridge**' and that Holocaust resources can be found on their website [www.hmd.org.uk](http://www.hmd.org.uk) – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

## **SECTION 3:           ADVICE ON COLLECTIVE WORSHIP**

### **3.1   SCHOOL INSPECTION REPORTS**

SACRE scrutinises relevant sections of school inspection reports on a twice-yearly basis.

SACRE has examined 19 inspection reports consisting of one infant school, one junior school, 13 primary schools, 3 secondary schools and one special school for the period Summer 2012-Spring 2013.

The provision for collective worship and SMSC is as follows:

At **primary** level the provision for collective worship meets statutory requirements.

At **secondary** level three schools were inspected and two schools did not meet the statutory requirement to provide a daily act of collective worship for all pupils. SACRE has requested their action plans.

The inspection reports identify positive features in relation to collective worship and spiritual development.

#### **Good features:**

- School assemblies provide appropriate opportunities for pupils to reflect on their values and rights.
- Pupils learn how to develop a tolerant attitude towards each other and values are nurtured well.
- Collective worship fosters values of honesty, fairness and respect, so that pupils learn to distinguish right from wrong.
- Assemblies successfully encourage reflection and contain moral messages.
- Good provision for pupils to learn how to behave responsibly and to consider the needs of others.
- A whole-school focus on developing respect and care is integrated well in to assemblies and form tutor times.
- At best, good opportunities for reflection

#### **Shortcomings**

- On occasion, an under-emphasis on the spiritual dimension to life
- Insufficient opportunities provided for pupils to reflect and to consider wider issues.

SACRE welcomed the aspects of the reports, which identified good practice, and also the identification of the shortcomings, so providing an agenda for improvement. They requested the action plan/s of the two secondary schools that did not meet statutory requirements. SACRE resolved to continue to use inspection reports to monitor that statutory requirements are being met and to use whatever comments are applicable.

### **3.2   SCHOOL SELF-EVALUATION**

SACRE has resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor fulfilment of statutory requirements, provision and quality of collective worship. A review took place in 2012-2013. A review took place this

academic year of those schools being inspected in the Spring and Summer 2013. The outcomes are as follows:

### **Collective Worship: Findings Primary and Secondary**

#### **Good Features**

- 82% (9/11) primary schools responded, 8 schools graded **standards** as 'good' and one did not award themselves a grade
- 100% response from secondary schools who graded themselves as 'good'
- Nearly all schools referred to collective worship meeting statutory requirements for a 'daily' act of collective worship with the secondary school referring to delivery via key stage, year or tutorial groups.
- Collective worship is regarded as making a good contribution to SMSC development and contributes to the ethos of schools.
- Acts of collective worship are delivered in an atmosphere of reverence and respect and pupils are encouraged to celebrate their own culture and appreciate the culture and beliefs of others.
- Collective worship celebrates pupils' achievement; some referring to specific achievement assemblies, which help to raise self, esteem and support a strong sense of community.
- Pupils and staff have regular opportunities to take part in the preparation and delivery of acts of collective worship. In some schools SMT have attended training on good practice in collective worship and disseminated this to staff.
- Most schools plan well for collective worship. They plan around themes and take into account local and school issues and national events. At secondary level materials are shared through the schools teachers' drive.
- There is a good balance between acts of collective worship that are moral in nature and those that are more religious or spiritual in nature.

#### **Areas for Development**

- 33% of schools mentioned that they need to ensure that pupils have more time to reflect and to make more use of visual stimuli to encourage reflection e.g., reflection table, artefacts, posters, candles etc.
- More planned opportunities for visitors to take part in acts of collective worship.
- At secondary level to ensure consistency of practice during tutor group sessions.

### **3.3 APPLICATIONS FOR DETERMINATIONS**

No applications were received from schools for determinations to be made on the lifting of the requirements for collective worship to be wholly or mainly of a broadly Christian character.

### **3.4 SCHOOL VISITS**

SACRE appreciates the opportunities accorded to members to observe acts of collective worship in schools. Members had the opportunity to host their SACRE meeting at two primary schools this year and attended an act of collective worship at both schools.

## **SECTION 4            OTHER ISSUES**

### **4.1      WASACRE**

SACRE has continued to affiliate to WASACRE and representatives have attended its meetings. During the 2012-13 academic year issues considered at WASACRE meetings have been fully reported back to SACRE and full discussions have taken place. SACRE welcomes the pro-active work of WASACRE in taking up issues that have implications for RE and keeping member SACREs fully informed. SACRE is represented on the WASACRE Executive committee by cc Michael Gray and their professional consultant Mrs Vicky Thomas and receive regular feedback from them.

### **4.2      HOLOCAUST EDUCATION**

Caerphilly SACRE was informed of the 2013 Holocaust Memorial Day theme '**Communities Together: Build a Bridge**' and that Holocaust Memorial Day resources can be found on their website [www.hmd.org.uk](http://www.hmd.org.uk). SACRE resolved to inform schools about the availability of these resources and encourage them to commemorate HMD in some way. SACRE discussed how some schools were embracing the issues raised by HMD very seriously and reference was made to some primary and secondary schools who were conducting activities and acts of collective worship to commemorate the day.

### **4.3      SECURING TEACHER ASSESSMENT AT KS3**

Members considered the key messages contained in the Chief Moderator's Report 2012 on the WJEC/DfES Securing Teacher Assessment at KS3 moderation exercise. The outcomes of the 2011 and 2012 moderation exercise were shared with members during its Autumn term meeting. Members were also updated about the KS3 training to address issues relating to the moderation that was funded by WASACRE.

### **4.4      TRAINING OF SACRE MEMBERS**

As part of it's training for members SACRE proposed the following:

To keep members updated on developments in RE through regular presentations to SACRE members. This year SACRE received two presentations.

- (1) '*The work of a Secondary School RE Department* by Cwmcarn High School
- (2) '*Teaching RE: An NQT Perspective* by Danielle Pascoe of Newbridge School

'SACRE, where possible, would hold meetings at places of worship in the Borough. However, this year no such visits were made.

SACRE, where possible, would hold meetings at schools in Caerphilly for members to familiarise themselves with RE and collective worship in schools. Three meetings were held at schools this year namely Cwmcarn Comprehensive School, Cwrt Rawlin Primary and Cwm Aber Primary. SACRE wishes to extend their thanks to the schools for hosting the meetings.

SACRE is very appreciative of these opportunities for training and visits and would like to extend their appreciation to all concerned. A special note of thanks is extended to the Clerk to SACRE (Emma Sullivan) for all her hard work in making such arrangements this year.

#### **4.5 RE NEWS**

Members discussed developments in relation to RE News with future copies being published online.

#### **4.6 ESTYN THEMATIC REVIEW OF RE IN THE SECONDARY SCHOOL**

SACRE have been informed of the Estyn Thematic Review of RE at KS3 and KS4 and members will be sent an electronic copy of the report in June when it becomes available. It will be placed on the agenda for the autumn term meeting 2013 for further discussion.

## **APPENDIX 1**

### **THE LOCAL AUTHORITY**

Councillor D.G. Carter,  
Councillor W. David,  
Councillor D.M. Gray, (Chairman)  
Councillor Mrs. G.D. Oliver,  
Councillor Mrs M.E. Sargent  
Councillor J. Taylor (Vice Chairman)

### **TEACHERS ASSOCIATIONS**

Miss Helen Bartley (ATL)  
Mrs Nicola L Boardman (NUT)  
Mrs Bethan Davies (UCAC)  
Mrs Helen Marsh (ASCL)  
Vacancy (NAHT) Mrs Christine Thompson resigned October 2012  
Vacancy (NASUWT) Mrs Diane Williams resigned December 2012

### **CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS**

Independent - Vacancy  
Mr M. Western (Roman Catholic Church)  
Mrs Enfys Hawthorn (United Reformed Church)  
Mrs Janet Jones (Church in Wales)  
Lieutenant Carl Di -Palma (Salvation Army)

### **CO OPTED MEMBERS**

(1) Mr Darren Ralph - VALREC (Valleys Racial Equality Council) resigned  
(2) Mr Phil Jones Headteacher of Heolddu Comprehensive School

### **OFFICERS**

Mrs Keri Cole (Manager Learning, Education and Inclusion)  
Mrs Vicky Thomas (Independent RE Consultant)

### **CLERK TO SACRE**

Emma Sullivan

*SACRE has experienced difficulties in finding representatives from religious groups other than Christianity. SACRE had commissioned the clerk to SACRE to find out the composition of religions in Caerphilly County Borough Council and it was evident that statistically there are very few non-Christian religions represented in the area. The clerk to SACRE had contacted VALREC (Valleys Racial Equality Council) to see if a wider representation can be found. Mr Darren Ralph (VALREC) became a co-opted member of SACRE to bring his experience of working with different communities to the work of SACRE. He resigned this year.*



## **APPENDIX 2: SCHEDULE AND AGENDA OF MEETINGS**

### **OCTOBER 2nd 2012, CWMCARN HIGH SCHOOL**

#### **Main Agenda Items**

- Presentation- *The Work of a Secondary School RE Department* by Cwmcarn High School
- Schedule of Meetings 2012-13
- Membership Update
- Joining A Local SACRE: Functions and Duties- Presentation by V Thomas, RE Consultant
- SACRE Annual Report 2011 -2012
- SACRE Development Plan 2010 – 2013 (see Annual report)
- SACRE Development Plan 2012 – 2015
- INSET Needs and Plans 2012 – 2013
- Key Stage 3: Moderation of Teacher Assessment Report and Outcomes
- Monitoring RE 2012/2013 (Estyn Thematic Review/ Monitoring through SE)
- Holocaust Memorial Day 2013
- WASACRE Survey Report: SACRE's and the Local Community
- Report of WASACRE Meeting at Conwy and Representation at Next Meeting at Merthyr Tydfil
- Correspondence

### **DECEMBER 12th 2012 AT CWRT RAWLIN PRIMARY SCHOOL**

#### **Main Agenda Items**

- Cwrt Rawlin Primary School Christmas Assembly
- SACRE Constitution 2012
- Analysis of Examination Results 2012
- Analysis of Teacher Assessment at Key Stage 3 in 2011 and 2012
- Inspection Reports Analysis (Summer 2012)
- Report of WASACRE meeting at Merthyr Tydfil and representation at next meeting at Newport
- Correspondence

### **FEBRUARY 28th 2013 AT CWM ABER PRIMARY SCHOOL**

#### **Main Agenda Items**

- Cwm Aber Primary School Act of Collective Worship.
- SACRE Monitoring Through Self -Evaluation
- Key Stage 3 Training Update
- Representation at Next Meeting of WASACRE at Newport
- Nominations to the WASACRE Executive
- Presentation on *Teaching: A NQT Perspective* by Danielle Pascoe of Newbridge School
- Correspondence

### **JUNE 10th 2013 AT TY PENALLTA COUNCIL OFFICES**

- Schedule of Meetings 2013- 2014
- SACRE Membership Update
- Analysis of Inspection Reports for Spring 2013
- Estyn Thematic Review Autumn 2012: Update
- Report of WASACRE meeting at Newport and Representation at Next Meeting at Caernarfon
- Executive Voting for the Period 2013 –2014
- WASACRE Conference October 10<sup>th</sup> 2013
- Correspondence

**CAERPHILLY SACRE DEVELOPMENT PLAN 2012 – 2015 (ACADEMIC YEAR)**

**Aim 1: To monitor standards in Religious Education and Religious Studies.**

<b>Plan of action</b>	<b>Schedule</b>	<b>People involved</b>	<b>Time and costs</b>	<b>Outcomes</b>	<b>Progress</b>
1.1 Monitor standards through regular review of inspection reports/ Estyn thematic reviews/ school self evaluation reports and recommend, where necessary, action by Local Authority.	Annual/termly agenda item	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.	<b>2012-2013</b> Considered 12.12.12 and 10.6.13. No issues relating to RE have been identified in the reports. A review of school self evaluation was reported to SACRE at its meeting of 28.2.13
1.2 Receive information on results of: Teacher Assessment at end of Key Stage 3; GCSE Religious Studies Full and Short Course; A/AS level Religious Studies.	Autumn/ Spring Term	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends; advice, where appropriate, on particular schools.	<b>2012-2013</b> Considered 12.12.12
1.3 Identify INSET needs, monitor and offer advice on training.	Autumn Term	Full SACRE	Agenda time	Training programme received along with figures on uptake; advice to LA.	<b>2012-2013</b> Considered 2.10.12. Secondary schools received training on standards at KS3 that was funded by WASACRE and provided on a consortia basis

**CAERPHILLY SACRE DEVELOPMENT PLAN 2012 – 2015 (ACADEMIC YEAR)**

**Aim 2: To review the agreed syllabus (as appropriate) and support its implementation.**

<b>Plan of action</b>	<b>Schedule</b>	<b>People involved</b>	<b>Time and costs</b>	<b>Outcomes</b>	<b>Progress</b>
2.1 To review the agreed syllabus for Religious Education	Summer 2012 onwards (or as appropriate)	Full SACRE Adviser Working group NAPfRE	Advisory time to review the agreed syllabus. Establish a working group (if applicable). Convene a Standing Conference to adopt the syllabus Publication/ translation costs (as appropriate)	Agreed syllabus reviewed and adopted by Standing Conference. Agreed Syllabus training programme for schools (if required) Agreed syllabus to be implemented the Autumn term after adoption.	<b>2012-2013</b> Standing Conference was held on 10.6.13 and the syllabus was re -adopted and will be reviewed once the outcomes of the review of the national curriculum are known.
2.2 Materials to support implementation of the agreed syllabus for RE	Ongoing	Full SACRE Adviser	Advisory time	Support materials available to schools and accessed through Consortium website.	<b>2012-2013</b> Not Applicable

**CAERPHILLY SACRE DEVELOPMENT PLAN 2012 – 2015 (ACADEMIC YEAR)**

**Aim 3: To monitor provision and provide support for collective worship.**

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
3.1 Monitor provision for collective worship through regular review of inspection reports/ school self evaluation reports; recommend, where necessary, action by LA.	Annual/termly agenda item	Full SACRE and Adviser	Agenda time Adviser time for analysis	Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.	<b>2012-2013</b> Considered 12.12.12 and 10.6.13. Action plans from two secondary schools have been requested. A review of school self evaluation was reported to SACRE at its meeting of 28.2.13
3.2 To support the implementation of statutory collective worship	Ongoing	Advisory service	Advisory time	Provision of INSET (if applicable) Schools informed of resources and websites for collective worship. Schools informed of guidance materials available for collective worship	<b>2012-2013</b> Schools informed of resources to support HMD 2013 including resources for acts of collective worship.

**CAERPHILLY SACRE DEVELOPMENT PLAN 2012 – 2015 (ACADEMIC YEAR)**

**Aim 4: To ensure a more informed SACRE through providing regular updates on local and national issues related to RE and collective worship in schools.**

<b>Plan of action</b>	<b>Schedule</b>	<b>People involved</b>	<b>Time and costs</b>	<b>Outcomes</b>	<b>Progress</b>
4.1 To update members on the role of SACRE and its implications; recent developments in RE and collective worship; guidance materials from relevant bodies; input from practising teachers and outside providers	Annually as required	SACRE members , Adviser, practising teachers, outside providers	Member time; Adviser / Officer time	SACRE members fully aware of their responsibilities. SACRE and schools updated and informed of recent developments and initiatives, both local and national.	SACRE on 2.10.12 received a presentation on the work of the RE department from Cwmcarn High school. SACRE on 28.2.13 received a presentation on the teaching of RE from an NQT perspective.
4.2 Programme of school visits.	Annually as required	SACRE members, Adviser/ Officers	Member time; Officer time to arrange visits	More informed SACRE on provision and practice regarding RE and collective worship in schools.	SACRE has visited three schools this year. They attended two acts of collective worship and received two presentations.

## APPENDIX 4: EXAMINATION RESULTS ANALYSIS 2012

### GCSE Full Course Religious Studies 2012

	Caerphilly 2012	Caerphilly 2011	Caerphilly 2010	All Wales 2012
A* - A	35%	34.1%	30.4%	N/A
A* - C	69%	73.7%	76.9%	74%
A* - G	99%	99.2%	99.8%	98%
Entry	697 14 schools	615 13 schools	575 11 schools	10,221

### GCSE Short Course (Specification B) Religious Studies 2012

	Caerphilly 2012	Caerphilly 2011	Caerphilly 2010	All Wales 2012
A* - A	15%	16.4%	22%	N/A
A* - C	47%	46.7%	58.5%	N/A
A* - G	92%	97.3%	96.4%	N/A
Entry	949 X 13 schools	901 X 13 schools	1295 12 schools	N/A

### GCE A Level Religious Studies 2012

	Caerphilly 2012	Caerphilly 2011	Caerphilly 2010	All Wales 2012
A*-A	19%	19.8%	20.5%	N/A
A* - C	67%	74.4%	84.9%	81%
A* - E	100%	100%	97.3%	99%
Entry	67 x 8 schools	86 x 8 schools	73 x 8 schools	1,447

### GCE AS Level Religious Studies 2012

	Caerphilly 2012	Caerphilly 2011	Caerphilly 2010	All Wales 2012
A	9%	15.2%	19.7%	N/A
A - C	45%	50.0%	71.3%	N/A
A - E	77%	77.2%	95.9%	N/A
Entry	22 x 7 schools	92 x 8 schools	122 x 9 schools	N/A

**APPENDIX 5: ANALYSIS OF KS3 TEACHER ASSESSMENT 2011 & 2012**

**Key Stage 3: Year 9 Religious Education Levels 2011**

<b>BOYS</b>	NOR	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8+	Total	% L 5+	% L 6+	% NL
<b>Total numbers</b>	1151	0	11	60	326	465	244	43	0	1147			
<b>Percentages</b>		<b>0.0</b>	<b>1.0</b>	<b>5.2</b>	<b>28.3</b>	<b>40.4</b>	<b>21.2</b>	<b>3.7</b>	<b>0.0</b>	<b>99.7</b>	<b>65.3</b>	<b>24.9</b>	<b>0.3</b>

<b>GIRLS</b>	NOR	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8+	Total	% L 5+	% L 6+	% NL
<b>Total numbers</b>	1079	0	3	48	255	483	233	57	3	1075			
<b>Percentages</b>		<b>0.0</b>	<b>0.3</b>	<b>4.4</b>	<b>23.6</b>	<b>44.8</b>	<b>21.6</b>	<b>5.3</b>	<b>0.3</b>	<b>99.6</b>	<b>71.9</b>	<b>27.2</b>	<b>0.4</b>

<b>ALL PUPILS</b>	NOR	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8+	Total	% L 5+	% L 6+	% NL
<b>Total numbers</b>	2238	0	14	108	581	948	477	100	3	2230			
<b>Percentages</b>		<b>0.0</b>	<b>0.6</b>	<b>4.8</b>	<b>26.0</b>	<b>42.4</b>	<b>21.3</b>	<b>4.5</b>	<b>0.1</b>	<b>99.6</b>	<b>68.3</b>	<b>25.9</b>	<b>0.4</b>

**Key Stage 3: Year 9 Religious Education Levels 2012**

<b>BOYS</b>	NOR	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8+	Total	% L 5+	% L 6+	% NL
<b>Total numbers</b>	1069	2	6	88	305	449	189	28	2	1069			
<b>Percentages</b>		<b>0.2</b>	<b>0.6</b>	<b>8.2</b>	<b>28.5</b>	<b>42.0</b>	<b>17.7</b>	<b>2.6</b>	<b>0.2</b>	<b>100</b>	<b>62.5</b>	<b>20.5</b>	<b>0</b>

<b>GIRLS</b>	NOR	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8+	Total	% L 5+	% L 6+	% NL
<b>Total numbers</b>	1042	0	0	26	174	488	266	83	4	1042			
<b>Percentages</b>		<b>0</b>	<b>0</b>	<b>2.5</b>	<b>16.7</b>	<b>46.8</b>	<b>25.5</b>	<b>8.0</b>	<b>0.4</b>	<b>100</b>	<b>80.7</b>	<b>33.9</b>	<b>0.1</b>

<b>ALL PUPILS</b>	NOR	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8+	Total	% L 5+	% L 6+	% NL
<b>Total numbers</b>	2111	2	6	114	479	937	455	111	6	2111			
<b>Percentages</b>		<b>0.1</b>	<b>0.3</b>	<b>5.4</b>	<b>22.7</b>	<b>44.4</b>	<b>21.6</b>	<b>5.3</b>	<b>0.3</b>	<b>100</b>	<b>71.5</b>	<b>27.1</b>	<b>0</b>

## **APPENDIX 6: CIRCULATION OF REPORT**

***Copies will be sent electronically to the relevant bodies. This report will be available on the WASACRE website for interested parties to download.***

Members of Caerphilly County Borough Council

Chair of Education Scrutiny

Regional Director of SEWC

Department for Education and Skills (DfES)

Headteachers and Governing Bodies of all County Borough Schools

Principal and Governing Bodies of any Foundation and Community schools within the County Borough

All members of SACRE

Principals and Governing Bodies of all Tertiary Colleges within the County Borough

University College of Wales, Newport

Religious Education Department, University of Wales College, Cardiff

University of Wales Institute, Cardiff

Humanities Department, University of Glamorgan

Religious Studies Resource Centre, Trinity Saint David University, Carmarthen

All SACREs in Wales

Wales Association of SACREs (WASACRE)

Welsh National Centre for Religious Education, Bangor

National Library of Wales

Religious Education Movement (Wales)

Minister for Education, Welsh Assembly Government

ESTYN