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Date: 27th February 2019

Dear Sir/Madam,

A meeting of the **Caerphilly Standing Advisory Council on Religious Education** will be held in the **Ebbw Room - Penallta House, Tredomen, Ystrad Mynach on Wednesday, 6th March, 2019 at 2.00 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days, and a simultaneous translation will be provided if requested.

All Committee meetings are open to the Press and Public, observers and participants are asked to conduct themselves with respect and consideration for others. Please note that failure to do so will result in you being asked to leave the meetings and you may be escorted from the premises.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Chrissy'.

Christina Harrhy
INTERIM CHIEF EXECUTIVE

AGENDA

- | | Pages | |
|---|-----------------------------------|--|
| 1 | To receive apologies for absence. | |
| 2 | Declarations of Interest. | |

Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

A greener place Man gwyrddach

Correspondence may be in any language or format | Gallwch ohebu mewn unrhyw iaith neu fformat



To approve and sign the following minutes: -

- | | | |
|---|--|-------|
| 3 | Caerphilly Standing Advisory Council for Religious Education (SACRE) - 14th November 2018. | 1 - 8 |
| 4 | To consider actions and matters arising from the minutes (verbal update). | |

To receive and consider the following reports:-

- | | | |
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| 5 | SACRE Membership Update. | 9 - 10 |
| 6 | Presentation - What is Humanism? - Kathy Riddick (Wales Humanists). | 11 - 12 |
| 7 | Curriculum Development Update. | 13 - 18 |
| 8 | Estyn Thematic Report - Religious Education at Key Stage 2 and Key Stage 3 - June 2018. | 19 - 22 |
| 9 | Monitoring of Religious Education - Analysis of GCSE and GCE Examination Results 2018. | 23 - 36 |
| 10 | Monitoring Provision And Standards - Caerphilly School Inspection Reports (Autumn 2018). | 37 - 48 |
| 11 | The Effectiveness of SACRE. | 49 - 50 |
| 12 | SACRE News Bulletin. | 51 - 52 |
| 13 | Correspondence Update. | 53 - 54 |
| 14 | Schedule of Meetings 2019. | 55 - 56 |

WASACRE:-

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| 15 | Feedback from the WASACRE Meeting in Llantwit Major on 20th November 2018. | 57 - 76 |
| 16 | Executive Voting 2019 - Nominations to the WASACRE Executive Committee. | 77 - 82 |

Circulation:

Councillors Mrs E.M. Aldworth, Mrs G.D. Oliver, J. Ridgewell, Mrs M.E. Sargent, J. Simmonds and J. Taylor (Chair)

And Appropriate Officers; Trade Union Representatives and Religious Organisations

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CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTAD MYNACH ON WEDNESDAY 14TH NOVEMBER 2018 AT 2.30 P.M.

PRESENT:

Councillor J. Taylor - Chair
Mrs J. Jones (Church in Wales) - Vice-Chair

Councillors:

Mrs E.M Aldworth, J. Ridgewell, J. Simmonds

Representing Teaching Organisations: Ms M. Jones (UCAC), Mrs T. Lloyd (NAHT)

Representing Religious Organisations: Mrs E. Hawthorn (United Reformed Church),

Together with:

Ms P. Webber (RE Adviser – EAS), Mrs S. Evans (Healthy Schools Practitioner) Miss R. Barrett (Committee Services Officer)

1. WELCOME

The Chair opened the meeting and introductions were made.

Caerphilly SACRE gave a warm welcome to Ms Paula Webber, who had recently been appointed through EAS as the new RE Adviser to SACRE.

SACRE were pleased to welcome new Teacher Association representative Ms Meinir Jones (UCAC) to her first meeting of SACRE.

Members also welcome Mrs Susan Evans (Healthy Schools Practitioner) to the meeting, who was representing the CCBC Education department on behalf of Mr Paul Warren.

2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Mrs G.D. Oliver and Mrs M.E. Sargent, together with Miss H. Bartley (ATL), Mrs L. Strange (NASUWT), Mr M. Western (Roman Catholic Archdiocese) and Mr P. Warren (CCBC Strategic Lead for School Improvement).

3. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement or during the course of the meeting.

4. MINUTES - 13TH JUNE 2018

RESOLVED that the minutes of the Caerphilly SACRE meeting held on 13th June 2018 be approved as a correct record and signed by the Chair.

There were no matters arising from the minutes.

5. SACRE MEMBERSHIP UPDATE AND REVISED TERMS OF REFERENCE

The report provided an update on the decision of Council on 9th October 2018 regarding a proposed increase in membership. SACRE were asked to approve the revisions to the terms of reference arising from the changes in membership (as appended to the report), and to discuss current membership in light of recent membership requests received.

With regards to SACRE membership, the Clerk to SACRE summarised the outcome of the Council meeting on 9th October 2018. At that meeting, Council unanimously approved SACRE's recommendation that the number of Committee A (faith group) places be increased by two (to comprise one place for a non-Christian faith group/religion and one place for a group who hold secular or non-religious beliefs), and that the number of Committee B places be increased by one and allocated to the NASUWT teaching union.

In view of the decision of Council, SACRE were in agreement that the Clerk contact the NASUWT teacher union to seek nominations for the second place, and also make contact with relevant organisations to seek nominations to fill the two additional Committee A places.

Reference was made to the two co-opted places on SACRE and it was noted that the one primary school representative has not attended since late 2015 and has not responded to reminder letters sent by the Clerk. In light of this, SACRE were of the view that the representative no longer wished to remain on SACRE, given their lack of contact and non-attendance, and that the position should be regarded as vacant.

Ms Webber highlighted a query raised at the meeting of Council, where a Councillor had asked whether there is scope to elect a youth representative onto SACRE. It was explained to SACRE that although there is no potential for youth representation under the three main Committee groupings, a young person could potentially sit on SACRE as a co-opted member. It was confirmed that enquiries would be made in this regard to seek potential nominations, and that the matter would be placed on the agenda for discussion at the next SACRE meeting. It was suggested that one avenue might be for Caerphilly's Education Team to set up a Youth/Junior SACRE so that the views and input of its young members could be fed into the main committee.

SACRE were also advised of the recent retirement of faith representative Reverend Eryl Williams (Baptist Union of Wales) owing to her relocation to a church in another borough. SACRE were saddened to learn of Reverend Williams' departure from the Committee but expressed their sincere thanks for her many years of service and contributions to the work of SACRE. It was agreed that Reverend Williams would be sorely missed and that a letter of thanks would be sent on behalf of SACRE to wish her well in her retirement and future endeavours. In light of the vacancy, it was noted that the Clerk would contact Cytun and seek nominations for a replacement Free Church member.

Discussion also took place regarding the terms of reference, and the Clerk drew SACRE's attention to Part 11 of the document, which cited the membership of SACRE as being for a period of 4 years, and that any outgoing members may be re-appointed. It was noted that Councillor John Taylor, Mrs Enfys Hawthorne and Mrs Janet Jones had reached this point of service, and all three Members reaffirmed that they were happy to continue to represent their respective committee group on Caerphilly SACRE.

The Chair referred to the revisions proposed to the terms of reference and suggested that 10(a) be updated to remove the term "secular", in view of its potential connotations. This was unanimously agreed by SACRE.

Having fully considered its contents, SACRE noted the membership report and details of the actions to be progressed, and agreed that subject to the amended wording as discussed at the meeting, the revised terms of reference be approved.

6. CAERPHILLY SACRE ANNUAL REPORT 2017-2018

Consideration was given to the draft Caerphilly SACRE Annual Report for 2017-2018 which outlined the activities of SACRE during the academic year 2017-2018. SACRE were asked to comment on its contents and check the report for accuracy.

Members noted the executive summary of advice given by SACRE as set out in the report, which highlighted specific issues and the actions taken by SACRE to ensure it met all its statutory requirements. The final version of the Annual Report will be submitted to Welsh Government by the deadline of 31st December 2018 and circulated electronically to WASACRE (who will include the Annual Report on their website), together with schools and other relevant parties.

Following consideration of its contents, Caerphilly SACRE unanimously agreed that their Annual Report for 2017-2018 be approved and circulated accordingly following its submission to Welsh Government.

7. CURRICULUM DEVELOPMENT UPDATE

Ms Webber presented the report, which provided an update on Welsh Government consultation meetings carried out with SACREs in respect of the new curriculum. The Committee were also asked to consider a questionnaire relating to proposals on the draft Humanities Area of Learning and Experience and discuss a collective response on behalf of Caerphilly SACRE.

Members were reminded of the findings of Donaldson in his report "Successful Futures", which recommended that "*Religious Education should form part of the Humanities Area of Learning and Experience, and should remain a statutory curriculum requirement from reception*". RE is to be placed within the New Curriculum within the Humanities AoLE. It will remain statutory and will, therefore, have a special place within the curriculum.

It was noted that Welsh Government recently held consultation meetings with representatives from SACREs throughout Wales to consult on draft Humanities Area of Learning and Experience (AoLE) proposals. Representatives from Caerphilly SACRE attended the EAS consortium workshop held in Cardiff in September 2018. Ms Webber explained that WG are proposing that a Supporting Framework for Religious Education be written. It is hoped that SACREs will adopt or adapt this Framework as Agreed Syllabi in a similar way to the National Exemplar Framework. SACRE were therefore referred to the draft of the Humanities AoLE set out in the agenda papers, and were asked to consider the

proposals in order for a collective response to be submitted to WG by 16th November 2018.

Ms Webber gave a detailed overview of the draft AoLE proposals, which fit in with the “What Matters” approach and will place RE firmly inside the curriculum. The proposals will give Religious Education parity with other statutory subjects, Relationships and Sexuality Education and Welsh language provision. Ms Webber also referred to her involvement in the WG working group that has been established to produce the Supporting Framework for RE, and explained that part of her role has been to identify all sections of the proposals where RE is explicit or implicit. The implicit areas are particularly important as they will act as “hooks” on which to attach RE content for the new curriculum and pad out the Supporting Framework. It is hoped that once finalised, the Supporting Framework will be adopted as the main supporting guidance for Religious Education by all local authorities.

SACRE were referred to the WG questionnaire, which sought their views on the draft AoLE proposals by way of four specific questions, and detailed discussion took place on the points that could be included. Overall, SACRE were in favour of the proposed relationship between the agreed syllabus and the Humanities AoLE as outlined in the Welsh Government consultation meetings, with the proposals having given them reassurance that religious education will continue to have a place in the new curriculum. In summary, SACRE welcomed the consultation that had been undertaken to date and the way in which WG had actively engaged SACREs views on the proposals and how RE will be shaped in the new curriculum, and hoped that this would continue moving forward. Caerphilly SACRE members were reassured that the AoLE approach will fit in with the agreed syllabus and felt that the supporting framework would be useful. They also felt that it is very important that teachers and schools continue to be adequately supported regarding the teaching and delivery of RE, and were very appreciative of the input and support of RE specialists into the curriculum development.

Discussion also took place regarding the evolving state of Religious Education and the increasing involvement from non-religious organisations such as Humanists UK. Reference was made to the Humanist presentation given at a recent WASACRE meeting by Kathy Riddick from Wales Humanists, who now also serves on WASACRE’s Executive Committee. SACRE were of the view that it would be beneficial for them to receive a similar presentation and Ms Webber confirmed she would make arrangements to invite Mrs Riddick to the next SACRE meeting in the spring.

Following consideration of the draft AoLE proposals, it was agreed that arising from the course of the discussion on the item, Ms Webber would collate draft responses to the individual questions, and circulate them via to SACRE for approval, prior to submission to Welsh Government by the requested deadline.

8. ESTYN THEMATIC REPORT – RELIGIOUS EDUCATION AT KEY STAGE 2 AND KEY STAGE 3 (JUNE 2018)

SACRE were updated in respect of the Thematic Report of Religious Education at Key Stage 2 and 3 that was published in June 2018.

The report judges standards, provision, and leadership in religious education at Key Stage 2 and 3, and participation and engagement in learning. It also considers the factors that affect standards, including curriculum planning, teaching, assessment, leadership and improving quality. The report is intended for the Welsh Government, headteachers and school staff, local authorities and regional consortia, and SACREs, and the findings will help to inform the development and implementation of the new Curriculum for Wales.

SACRE were directed to the key recommendations of the report as set out in the agenda

papers, and it was noted that Estyn have since made presentations to WASACRE and NAPfRE regarding the main findings of the Thematic Report. SACRE discussed the report and the recommendations and remarked on the usefulness of the Thematic Report. Reference was made to the focus on global citizenship through the delivery of RE and how this could be strengthened. The report also recognised the support that SACREs give to schools, and Ms Webber confirmed that this would be placed on the agenda for the next meeting to consider how this can be developed moving forward. This will also feed into SACRE's new Development Plan.

Having considered the report, SACRE noted the details of the update.

9. SACRE NEWS BULLETIN

Ms Webber provided a verbal update on this item and explained that she is intending to produce a termly SACRE news bulletin on behalf of the local authorities that she services. Ideally the bulletin will include contributions from SACRE Members and the local authorities and will highlight any potential resources or training opportunities relating to Religious Education. The bulletin could be used to promote SACREs statutory duties and will evidence to schools that SACRE are available to support the provision of RE in schools. SACRE were advised that there would be no cost implications as the newsletter will be produced in an electronic format and circulated via email to schools and SACRE Members. It could also be included as an agenda item in SACRE papers and signposted through the EAS website.

SACRE thanked Ms Webber for the update and voiced their support for the production of this news bulletin. They were of the opinion that it would be an informative and useful piece of documentation and would assist in promoting the role of SACREs to schools and other organisations.

10. MONITORING PROVISION AND STANDARDS – CAERPHILLY SCHOOL INSPECTION REPORTS

The report outlined the main RE findings derived from the Estyn inspection of thirteen Caerphilly schools between October 2017 and July 2018. The analysis focused on comments in relation to spiritual development and collective worship and whether each school met statutory legal requirements in relation to collective worship. It was noted that the report does not focus on the general inspection results of the school, which could significantly vary in other areas.

The report highlighted that the Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements relating to collective worship. Ten schools inspected during 2017-2018 meet statutory requirements in relation to collective worship. There is reference to the quality of collective worship in seven inspection reports and good features are highlighted. Three schools are not complying with the legal requirement. Estyn has made recommendations with regards to Collective Worship in one inspection report.

Ms Webber made reference to the reporting of Estyn inspection reports to SACRE and explained that due to the cycle falling across a school academic year, some findings are not being reported to SACRE until over a year later. Therefore she suggested that it would be more conducive for inspection findings to be examined on a termly basis, in order for more proactive support to be given and timely action to be taken in respect of any schools not meeting statutory requirements. SACRE felt that this was a positive suggestion and agreed that future reporting be taken forward in this manner.

SACRE discussed the schools identified as not meeting the statutory requirements and what action should be taken and what support could be given in this regard. Ms Webber explained that she would contact Estyn to establish why no recommendation has been made for two of the schools not meeting the statutory requirements in respect of Collective Worship, and SACRE were supportive of this approach.

Having discussed and noted the report findings, SACRE agreed for Ms Webber to contact those schools not meeting the statutory requirements to establish if the situation has been addressed following their Estyn inspections (and to seek their action plan if not) and also to determine if they require any support moving forward.

SACRE were also very pleased to note the positive findings across religious education, spiritual development and collective worship in the majority of the schools inspected. They were of the view that good performance should also be recognised and requested that a letter be sent on behalf of SACRE to congratulate them on their good practice.

11. UPDATE ON THE WITHDRAWAL FROM RE SURVEY

SACRE were provided with a verbal update on this item and reminded of the WASACRE guidance document "*Managing the Right of Withdrawal from RE*" which was circulated by to all schools across the county borough. A short questionnaire was included with the document to help WASACRE gain an accurate awareness of the instances of withdrawal from Religious Education across schools in Wales.

It was explained that a number of trawls had been carried out by the Clerk to SACRE so that the responses could be collated and returned to WASACRE. As of November 2018, the response rate for Caerphilly was 47%, which was in line with other survey exercises and comparable with the rate of returns across other local authorities. Overall there were very few instances of full or partial withdrawal from RE and they have been outlined to SACRE at previous meetings. WASACRE will examine the results at its November 2018 meeting and take forward the response findings, which have also been passed onto Welsh Government.

SACRE noted the details of the update.

12. HOLOCAUST MEMORIAL DAY 2019

The report informed Members of the resources available to schools in order to commemorate Holocaust Memorial Day 2019.

SACRE were advised that the theme for 2019 is "Torn from home" which encourages audiences to reflect on how the enforced loss of a safe place to call 'home' is part of the trauma faced by anyone experiencing persecution and genocide. HMD 2019 will include marking the 25th anniversary of the Genocide in Rwanda. Further information on the theme and free educational resources are available through the Holocaust Memorial Day (HMD) website at www.hmd.org.uk/content/for-educators.

It was agreed that as per previous years, the Clerk to SACRE would write to all schools to make them aware of these resources and encourage them to commemorate the event. SACRE suggested that it might be more conducive to let schools know of the theme earlier in the school term, in order for teachers to maximise opportunities to include the occasion in their lesson plans. It was agreed that moving forward, details of the HMD theme could be circulated by the Clerk once the theme is known, and this action could then be reported to the Autumn Term meeting.

It was also confirmed that the Clerk would forward the details of the Council's commemorative events for HMD 2019 to SACRE Members once these are finalised. Members discussed the feedback arising from the main CCBC event held in 2018 and it was confirmed that this would be passed to the relevant Council Officers to assist them in planning for the 2019 event.

SACRE noted the details of the update.

13. THE FINAL REPORT FROM THE COMMISSION ON RELIGIOUS EDUCATION IN ENGLAND

Consideration was given to the report, which outlined details of the Executive Summary of the Final Report from the Commission on Religious Education (CoRE) in England.

It was noted that the Final Report of the Commission on Religious Education, *Religion and Worldviews: the way forward. A national plan for RE*, has recently been published. It sets out a National Plan for RE comprising of 11 recommendations and calls on the Government in England to consider and adopt it. The National Plan is built around a National Entitlement which sets out what all pupils up to the end of Year 11, in all publicly funded schools, should be entitled to be taught. The National Entitlement reflects a new and inclusive vision for the subject, fully embracing the diversity and richness of religious and non-religious worldviews. It will ensure a strong academic basis for the subject in all schools. The National Plan provides for flexibility of approach in the translation of the National Entitlement into programmes of study in schools, ensuring that Headteachers are able to choose the approach that is most appropriate for their pupils. A copy of the Executive Summary was appended to the report and Members noted that the full report can be found on the Commission's website via <https://www.commissiononre.org.uk/>.

WASACRE have been considering the findings of the report and have sent copies of the report to WG and to the Education Secretary Kirsty Williams for consideration as some of the recommendations might equally apply to Wales. Rudi Lockhart, CEO of the Religious Education Council of England and Wales, will be giving a presentation on the CoRE report at the WASACRE meeting on 20th November 2018.

Having discussed the report, SACRE noted its contents, and Ms Webber confirmed that the situation would be monitored with interest by both WG and WASACRE.

14. CORRESPONDENCE

Members were updated on correspondence circulated on behalf of SACRE. This included details of the WG SACRE Workshop on the new curriculum that had been circulated to teacher representatives. Three items were circulated to SACRE Members following their Summer Term meeting, namely a collective SACRE response to WG on the latest curriculum developments, a link to the Estyn Thematic Review, and an update on the WASACRE Constitution (to advise them that WASACRE had accepted Caerphilly SACREs suggested amendments). The Clerk also outlined the details of the final trawl to schools in respect of the Withdrawal from RE Survey. A very informative guidance and resource pack from Cardiff University on Diversity of Religion and Belief had also been received by the Clerk and forwarded to all primary schools and SACRE Members.

SACRE noted the details of the correspondence update.

15. DATE OF THE NEXT SACRE MEETING

It was noted that these were currently being arranged with the RE Advisor and would be circulated to SACRE Members upon finalisation of the dates.

16. WASACRE - FEEDBACK FROM THE WASACRE MEETING IN ANGLESEY ON 6TH JULY 2018

SACRE were updated on the discussions and deliberations of WASACRE at its meeting in Anglesey on 6th July 2018. The meeting included a presentation from Linda Rudge of the RE Quality Mark (REQM) organisation, which recognises and celebrates good practice in schools. This is a nationally recognised standard but there is a lack of take-up by schools in Wales, which may be due to the cost, although these are comparative with other organisations offering quality accreditation. Ms Webber explained that she may highlight the availability of this quality mark in the SACRE news bulletin. SACRE also noted the details of proposals relating to the division of WASACRE secretarial duties.

Having discussed the majority of the other matters throughout the course of the meeting, SACRE noted the contents of the WASACRE minutes as contained in the meeting papers.

17. WASACRE REVISED CONSTITUTION 2018

SACRE were referred to the revised WASACRE Constitution as set out in the meeting papers, which had been finalised at its AGM in Anglesey on 6th July 2018. The revised Constitution incorporated the amendments suggested by Caerphilly SACRE in regards to the accuracy of the minutes, and a deadline date for nominations to WASACRE in respect of the Executive Committee.

SACRE noted the details of the WASACRE Revised Constitution 2018.

18. REPRESENTATION AT THE FORTHCOMING WASACRE MEETING IN LLANTWIT MAJOR ON 20TH NOVEMBER 2018

Members were advised of the date and time of the forthcoming WASACRE meeting and sought nominations for representation from Caerphilly SACRE. Councillor John Taylor indicated that he was hoping to attend and it was confirmed that the Clerk to SACRE would email all SACRE Members to seek further nominations. Interested Members will be contacted with the agenda papers nearer to the meeting date and the Clerk to SACRE will inform WASACRE of the attendees. It was suggested to Ms Webber that it would be useful if SACRE could be provided with future dates further in advance in order to increase attendance.

The Chair thanked Members for their attendance and contributions and the meeting closed at 4.12 p.m.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 6th March 2019, they were signed by the Chair.

CHAIR

Agenda Item 5

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION

DATE: 6TH MARCH 2019

SUBJECT: SACRE MEMBERSHIP UPDATE

A PURPOSE OF REPORT

To provide an update in regards to SACRE membership.

B BACKGROUND

A current membership list is attached at Appendix 1 and SACRE will be provided with a verbal update at the meeting on progress made in filling any vacancies.

C RECOMMENDATIONS

1. SACRE note the details of the current membership.
2. The Clerk to SACRE contacts the appropriate people or organisations to ensure vacant places are filled.

D SUPPORTING INFORMATION

Appendix 1 Current Caerphilly SACRE Membership as of February 2019

CAERPHILLY SACRE MEMBERSHIP AS OF FEBRUARY 2019

CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS - COMMITTEE A

Mr Martyn Western (Roman Catholic Archdiocese)

Mrs Enfys Hawthorn (United Reformed Church)

Mrs Janet Jones (Church in Wales) (SACRE Vice-Chair)

Captain Carl Di-Palma (The Salvation Army) – replacement pending

Vacancy - Rev Eryl Williams (Baptist Union of Wales) retired July 2018

Vacancy - non-Christian faith group/religion

Vacancy - group who hold non-religious beliefs

TEACHERS ASSOCIATIONS - COMMITTEE B

Primary Schools

Mrs Tara Lloyd (NAHT)

Ms Meinir Jones (UCAC)

Secondary Schools

Miss Helen Bartley (ATL)

Mrs Laura Strange (NASUWT)

Vacancy - (NUT Representative)

Vacancy - (ASCL Representative)

Vacancy - (Second NASUWT Representative)

THE LOCAL AUTHORITY - COMMITTEE C

Councillor Mrs E.M. Aldworth

Councillor J. Ridgewell

Councillor Mrs G.D. Oliver

Councillor Mrs M.E. Sargent

Councillor J. Simmonds

Councillor J. Taylor (SACRE Chair)

CO OPTED MEMBERS

(1) **Vacancy** - formerly held by representative from Race Equalities First

(2) **Vacancy** - Youth representative (formerly held by primary school representative)

OFFICERS

Mr Paul Warren (CCBC Strategic Lead for School Improvement)

Ms Paula Webber (EAS - RE Advisor to Caerphilly SACRE)

CLERK TO SACRE

Miss Rebecca Barrett (Committee Services Officer)

Email barrerm@caerphilly.gov.uk

Agenda Item 6

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 6TH MARCH 2019

SUBJECT: PRESENTATION: WHAT IS HUMANISM? – KATHY RIDDICK FROM WALES HUMANISTS

A PURPOSE OF REPORT

To receive a presentation - What is Humanism? – from Kathy Riddick from Wales Humanists

B BACKGROUND

During the Autumn Term SACRE meeting, discussion took place regarding the evolving state of Religious Education. The Cabinet Officer for Education, Kirsty Williams recently issued a letter to all SACREs explaining that organisations representing non-religious beliefs should be considered for places on Committee A of SACREs in light of Human Rights legislation. Therefore, there will be increasing involvement from non-religious organisations such as Humanists UK within SACREs and in schools.

SACRE members agreed to invite Kathy Riddick from Wales Humanists to present to Caerphilly SACRE on Humanism. Ms Riddick had recently given a presentation to WASACRE. She now also serves on WASACRE's Executive Committee.

C RECOMMENDATION

To receive the presentation from Kathy Riddick from Wales Humanists.

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Agenda Item 7

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 6TH MARCH 2019

SUBJECT: CURRICULUM DEVELOPMENT UPDATE

A PURPOSE OF REPORT

To update SACRE of the developments being made with regards to Religious Education.

B BACKGROUND

Welsh Government held consultation meetings with representatives from SACREs throughout Wales to consult on draft Humanities Area of Learning and Experience (AoLE) and the proposal to produce a supporting framework for Religious Education. RE has been placed within the Humanities AoLE. The draft curriculum will be published in April 2019 for public consultation. The Humanities AoLE is currently going through the editing and translation process in preparation for the consultation. The RE consultant to Caerphilly SACRE, Paula Webber, has acted as Regional Vice Lead of the Humanities AoLE working group in her role as Adviser at the Education Achievement Service (EAS). A verbal update detailing progress in terms of Religious Education will be given to members at the SACRE meeting.

Following the Autumn Term Caerphilly SACRE meeting a response was made to the Welsh Government consultation on the proposed new supporting framework for Religious Education (attached at Appendix 1). Paula Webber and Libby Jones (RE Adviser Wrexham) are leading the development of the RE supporting framework. Paula Webber will provide a verbal update to SACRE on the progress of the RE writing group.

RE will remain statutory. However, Welsh Government are consulting on its intention to change legislation surrounding Religious Education and are seeking views on the right of parents to withdraw their children from Religious Education. These changes are set out in the government White Paper **Our National Mission: A Transformational Curriculum Proposals for a new legislative framework**

<https://beta.gov.wales/sites/default/files/consultations/2019-01/consultation-document-transformational-curriculum.pdf>. Pages 29- 33 of the paper relate to Religious Education.

The deadline for responses is 25th March 2019.

C RECOMMENDATION

1. For SACRE to consider and respond to pages 29-33 of the White Paper which relate to religious education, SACREs, agreed syllabi and withdrawal from Religious Education.
2. For SACRE to receive a verbal update on the progress made in the Humanities AoLE and the RE supporting framework.

D SUPPORTING INFORMATION

Appendix 1 SACRE Response to the WG consultation on the proposed new supporting framework for Religious Education

Background Information: White Paper **Our National Mission: A Transformational Curriculum Proposals for a new legislative framework**

<https://beta.gov.wales/sites/default/files/consultations/2019-01/consultation-document-transformational-curriculum.pdf>. Pages 29- 33

RELIGIOUS EDUCATION IN THE NEW CURRICULUM QUESTIONS AND FEEDBACK

Name: Paula Webber

SACRE Region: Caerphilly

What are your views on the proposed relationship between the agreed syllabus and the Humanities AoLE?

Caerphilly SACRE are in favour of the proposed relationship between the agreed syllabus and the Humanities AoLE as outlined in the Welsh Government consultation meetings. SACRE understands that the Humanities document is currently in draft and is looking forward to the formal consultation in 2019. SACREs approve of the way the draft Humanities AoLE document is evolving. Members previously feared that religious education would be lost in the New Curriculum and are comforted that this is not the case. SACRE appreciates the way in which Welsh Government has sought the views of RE specialists during the curriculum development process.

Caerphilly SACRE agrees that placing religious education inside curriculum would strengthen its position and that giving it parity with other Humanities disciplines and the statutory elements of the curriculum, relationships and sexuality education and Welsh language provision is important.

Would the supporting framework be a good way of supporting the Agreed Syllabus Conferences to fulfil their statutory role?

As religious education is locally determined, SACRE is mindful that the necessary and important role SACREs will play in supporting RE within the Humanities AoLE. All SACREs previously has adopted or adapted the National Exemplar Framework. Caerphilly SACRE hopes that they will be able to adopt or adapt the new supporting framework as the Caerphilly Agreed Syllabus in the same way. SACRE would, therefore, appreciate engaging in consultations on the supporting framework as part of the development process.

Is there anything we should consider when developing the supporting framework?

SACRE agree that the supporting framework should conform to the What Matters approach. SACRE representatives present at the consultation welcomed seeing the video of Professor Donaldson outlining his approach to RE within the New Curriculum. It is important that RE is visible within the curriculum, especially if the right to withdraw remains. SACRE representatives found the PowerPoint slides highlighting explicit and implicit RE within the Humanities AoLE very helpful. It is now important that the implicit elements are further developed in the new supporting framework, especially in terms of ensuring the key concepts of religious education are taught well.

Caerphilly SACRE appreciates the input of specialists into the curriculum development. RE plays a natural and significant role in addressing sensitive societal

issues and SACRE feels that specialist input in terms of advisers and teachers be developed and that expert opinion should be sought in developing the new supporting framework. SACRE wishes to engage in this process.

Caerphilly SACRE members are comforted that this approach will fit in with agreed syllabus and that the supporting framework would be useful. They feel that there is a need to ensure that teachers and schools are supported in teaching the complexity and diversity of religious and non-religious views in Wales today.

SACRE members feel that it is important that the framework considers pedagogies such as P4C to enable children and young people to explore their own philosophical viewpoints and the language skills to express their thoughts and opinions.

The supporting framework should include expectations, guidance and support for links and interdependencies across the curriculum. For example, there good religious education will have many links with Health and Well-being and Science.

What are the implications of these proposals for you?

It is important to consider how RE will be implemented in the New Curriculum. SACRE would like to highlight the need for specific training opportunities for both specialist and non-specialist teachers of religious education. The rationale of the WM looks good, but schools will need support in designing and implementing the RE properly. SACRE members feel that, because RE currently sits outside the National Curriculum and is not included within accountability measures it has suffered as a subject. There is a real need to build up expertise within the subject. SACRE is concerned that if there are less RE specialists than specialist from other Humanities AoLE disciplines within schools the subject may be lost notwithstanding being placed firmly within the curriculum. Teaching good RE requires a specialist workforce. Caerphilly SACRE strongly suggest there is a need to improve expertise within religious education at all levels, including initial teacher training; specialist classroom teachers; informed senior managers and school governors; specialist advisers to local authorities and SACREs; effective trained SACRE members; and informed Local Authorities. A programme of training for religious education should, therefore, be developed.

There is an implication in terms of funding for resources and training. As religious education is determined locally Local Authorities need funding, and/or support to fulfil this duty.

Caerphilly SACRE are pleased that Estyn is closely involved in the development of the Humanities AoLE and would greatly appreciate the involvement of ESTYN in the development of the supporting framework for religious education. ESTYN will play a significant role in monitoring that good quality religious education takes place in our schools in the future.

SACRE Members have concerns that schools will be sufficiently supported in terms of guidance, resources, digital RE, textbooks, skills and experiences. Schools should be supported in terms of curriculum design. Additionally, there will be a need for upskilling the workforce in terms of the plurality and diversity of religion within Wales as some teachers lack confidence in teaching religions other than Christianity as outlined in the recent Estyn thematic report.

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Agenda Item 8

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 6TH MARCH 2019

SUBJECT: ESTYN THEMATIC REPORT – RELIGIOUS EDUCATION AT KEY STAGE 2 AND KEY STAGE 3 JUNE 2018

A PURPOSE OF REPORT

To consider how Caerphilly SACRE can implement the recommendations in the Estyn Thematic Report – Religious Education at Key Stage 2 and Key Stage 3 June 2018.

B BACKGROUND

The Estyn report judges standards, provision and leadership in religious education at Key Stage 2 and Key stage 3. A number of schools across Wales were visited as part of this survey (*N.B. Schools that provide denominational education were not included in the sample of schools visited.*)

The report is intended for the Welsh Government, headteachers and staff in schools, local authorities and regional consortia, and members of Standing Advisory Councils for Religious Education (SACREs). The report's findings will also help to inform the development and implementation of the new Curriculum for Wales.

SACRE members are asked to discuss the recommendations made in the Estyn Annual Report and how SACRE might respond to Estyn's recommendations. Members are asked to consider whether any of the recommendations are already being met and how the role of SACRE can be strengthened to support religious education within the authority more effectively.

Caerphilly SACRE have received correspondence from the National Advisory Panel for Religious Education outlining the panel's response to the Estyn Report (attached at Appendix 1).

C RECOMMENDATIONS

1. For SACRE to consider the recommendations of the Estyn thematic report on Religious Education and its implications for SACRE.
2. To consider the NAPfRE response to the Estyn thematic report on Religious Education.

D SUPPORTING INFORMATION

Estyn Thematic Report: Religious education at key stage 2 and key stage 3

Recommendations

Schools should:

- R1** Ensure that more able pupils achieve in line with their ability in religious education
- R2** Strengthen monitoring and self-evaluation arrangements in key stage 2 to focus on improving pupils' standards and skills in religious education
- R3** Strengthen transition arrangements so that learning experiences in key stage 3 build on those in key stage 2 and avoid repetition of work
- R4** Evaluate their curriculum for religious education to prepare for the development and implementation of the new Humanities Area of Learning and Experience

Local authorities and regional consortia should:

- R5** Work with SACREs to provide:
 - a. suitable professional learning opportunities for teachers of religious education
 - b. support for schools to evaluate their curriculum and plan for religious education as an integral part of the development of the humanities area of learning and experience
 - c. advice for schools on how to address sensitive issues with pupils and how to deal with parental concerns on visiting places of worship
- R6** Ensure that all leaders fulfil their responsibilities under the Counter-Terrorism and Security Act 2015
- R7** Provide schools with guidance on approved places of worship to visit

The Welsh Government should:

- R8** Work with local authorities, regional consortia and SACREs to ensure that there is clarity over the place of religious education within the Humanities Area of Learning and Experience.

Response to the Estyn Thematic Review of Religious Education at KS2 and KS3

Libby Jones, Chair of NAPfRE

On behalf of NAPfRE I would like to thank Estyn for this report, for responding to the request for advice from the Welsh Government in the Minister's annual remit letter to Estyn for 2017-2018, and for the recommendations it offers to schools, SACREs and Welsh government, within the report.

Members agreed that there are few surprises with regard to the recommendations within the report. Members consider them to be fair and that they support the case for improved professional learning opportunities for RE, increased support for RE in schools from SACREs, and a strengthened position for RE in the new curriculum.

Members feel that the report shows a fairly positive image of RE in the 47 schools from which direct evidence was gathered. However, some members question whether this 'positive' image reflects a true picture across all schools in Wales. Anecdotal evidence shared by SACREs and RE professionals at NAPfRE meetings would suggest otherwise.

Members were encouraged to note that full requirements of the locally agreed syllabus are covered in schools where curriculum planning is good, and that this was the case in many schools at KS2 and in the majority of schools at KS3. However, this does suggest a short fall in schools that do not plan well for RE out of the 47 schools from which the evidence was gathered. Members question what implications this has for RE on a wider scale across Wales.

Members were pleased to note that in the 47 schools, standards in RE were generally good and that most pupils engage well with a wide range of fundamental human and religious questions. It was felt that lack of challenge for more able learners in KS2 and planning for KS2-3 progression in RE are common issues for subjects across the curriculum.

Members were interested to learn that leadership of religious education is good overall and that in most of the 47 schools, leaders have considered changes to the teaching of religious education in light of the new curriculum proposals. However, members are very concerned that in some schools across Wales changes are already being made to the teaching of RE, driven by Head teachers and/or Humanities leaders who have no specialism in RE, and whom have clearly misinterpreted the proposals. Many teachers have shared their fears with members of NAPfRE about the future of RE within the new curriculum at their school, as a result of these premature and misjudged changes.

With regard to the recommendations offered in the report, members feel that some of these present funding implications for schools and LA's. For example, for professional learning in RE and PREVENT initiatives etc. The recommendation regarding 'approved places of worship' also raised concern for members. Most SACREs have a list of local places of worship, but to 'approve' them would be

impossible. Approved by whom? Based on what criteria? How regularly? It is surely the role of the individual school so seek out risk assessment etc. Members feel that this phrase needs clarifying.

Members are pleased that the report offered examples of good practice, but some members question the quality of good practice shared, and members guarded against including more citizenship based examples. Members agreed that this report was provided with the new curriculum in mind and perhaps wasn't hugely reflective of the great practice that is happening in RE specifically across Wales.

Members noticed that numerous references were made in the report to collective worship and question why these were included. Religious education is separate and different to collective worship and members would guard against the two aspects of education being referred to together in order to avoid confusion.

Finally members noted that at least one school involved in this process, had not been recognised in the final report, which raised the issue that there may be others. Members feel that all schools involved in whatever capacity or at whatever stage of the process should be given full recognition in retrospect.

Libby Jones
Chair of NAPfRE
RE Advisor for Wrexham County Borough Council

January 2019

Agenda Item 9

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 6TH MARCH 2019

SUBJECT: MONITORING OF RELIGIOUS EDUCATION – ANALYSIS OF GCSE AND GCE EXAMINATION RESULTS 2018

A PURPOSE

To receive and consider the GCSE and GCE examination results of Caerphilly pupils as part of SACRE's role in the monitoring of Religious Education

B BACKGROUND

The information for 16 year- olds currently relates to those electing to follow a GCSE course in Religious Studies in Years 10 and 11 or A/ AS level and to those following GCSE short course in Religious Studies as the schools' provision for RE as part of the basic curriculum.

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.

C RECOMMENDATIONS

1. That SACRE note and discuss the examinations results 2018.
2. To consider circulating the findings to secondary schools in the Authority raising attention to issues to address factors that impact on outcomes.

PLEASE NOTE:

THE RESULTS RECORDED HERE ARE FOR THOSE PUPILS ENTERED FOR THE EXAMINATIONS. THEY DO NOT NECESSARILY REFLECT THE NUMBER OF PUPILS FOLLOWING THE EXAMINATION COURSE NOR DO THEY INDICATE HOW WELL PUPILS ARE PERFORMING RELATIVE TO THEIR ABILITY.

D SUPPORTING INFORMATION

Appendix Religious Studies Examination Data for Caerphilly Schools 2018

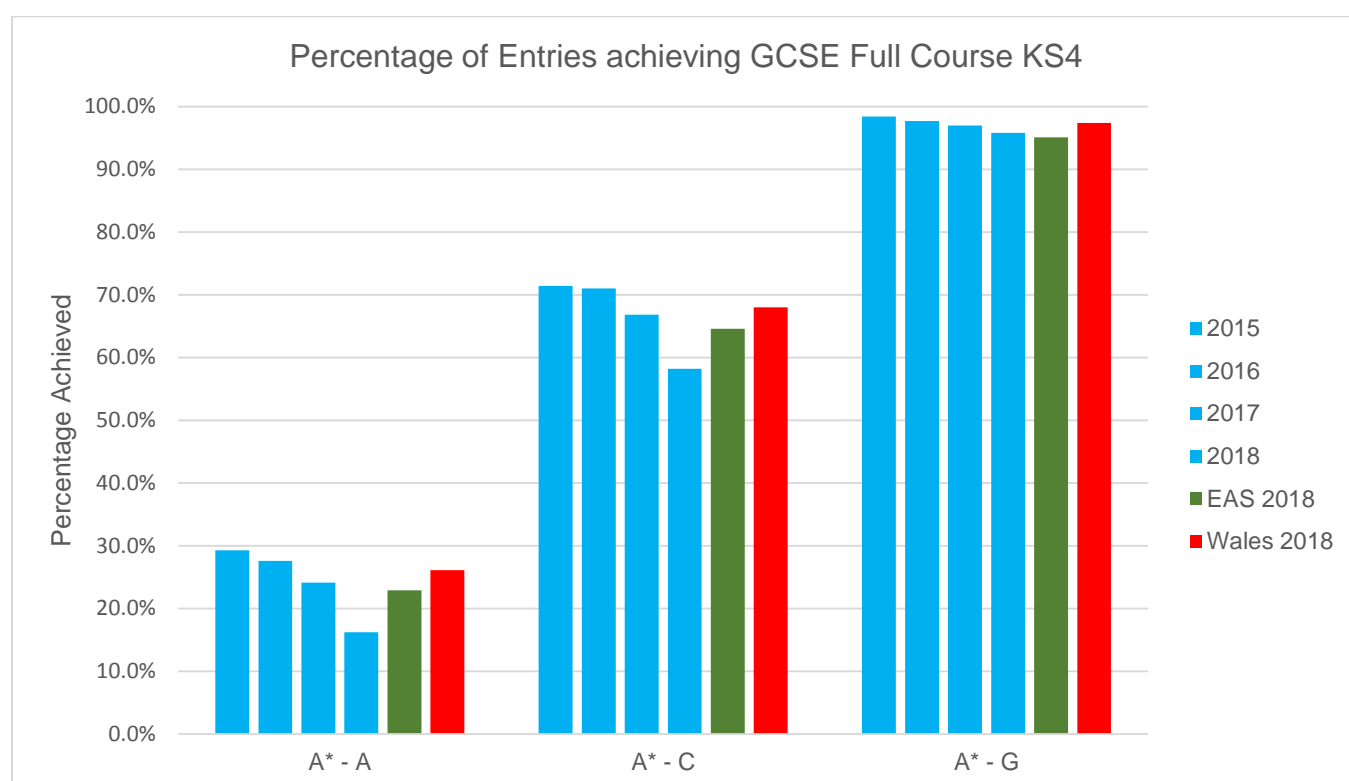
Caerphilly County Borough Council

Religious Education

Examination Results

GCSE Full Course Religious Studies

Caerphilly - GCSE Full Course KS4				
	2015	2016	2017	2018
Cohort Size	1977	2048	1966	1898
Number of Entries	679	604	808	811
Percentage of Entries	34.3%	29.5%	41.1%	42.7%
A* - A	29.3%	27.6%	24.1%	16.2%
A* - C	71.4%	71.0%	66.8%	58.2%
A* - G	98.4%	97.7%	97.0%	95.8%



Based on a Three-Year Trend 2015 – 2018

The percentage of entries increased by 8.4pp from 34.3% to 42.7%. An increase of 132 entries.

However, the results for A* - A grades decreased by 13.1pp from 29.3% to 16.2%.

This is a greater decrease than that seen at regional and national level which is 5.3pp to 22.9% and 4.6pp to 26.1% respectfully. With results below the regional and national level.

The results for A* - C grades decreased by 13.2pp from 71.4% to 58.2%.

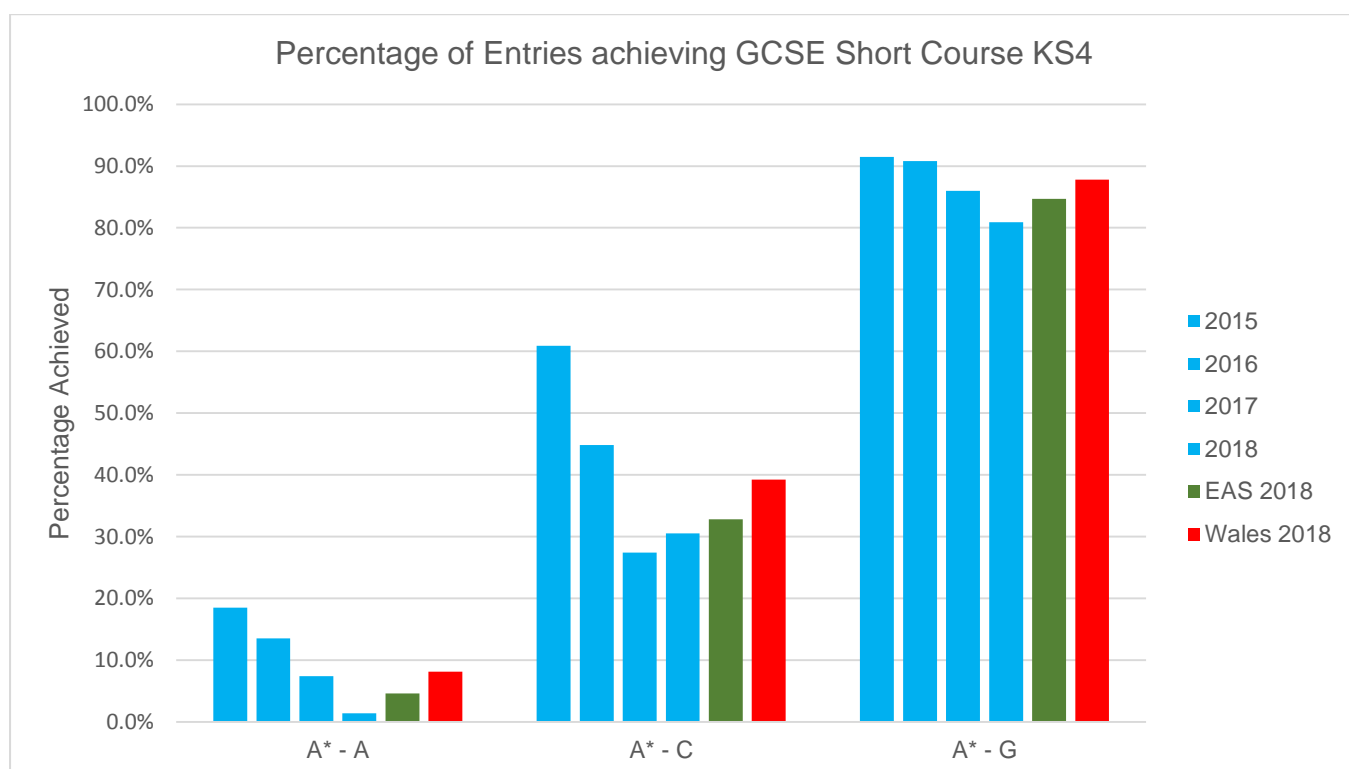
This is greater than the decrease seen at regional level and national level, which is 7.5pp to 64.6% and 6.9pp to 68% respectfully. With results below the regional and national level.

The results for A* - G grades decreased by 2.6pp from 98.4% to 95.8%.

Whereas at regional and national level results have declined by 2.5pp to 95.1% and 0.8pp to 97.4% respectfully. With results above the regional level but below the national level.

GCSE Short Course Religious Studies

Caerphilly - GCSE Short Course KS4				
	2015	2016	2017	2018
Cohort Size	1977	2048	1966	1898
Number of Entries	647	607	365	141
Percentage of Entries	32.7%	29.6%	18.6%	7.4%
A* - A	18.5%	13.5%	7.4%	1.4%
A* - C	60.9%	44.8%	27.4%	30.5%
A* - G	91.5%	90.8%	86.0%	80.9%



Based on a Three-Year Trend 2015 – 2018

The percentage of entries decreased by 25.3pp from 32.7% to 7.4%. A decrease of 506 entries.

The results for A* - A grades decreased by 17.1pp from 18.5% to 1.4%.

There is a declining picture regionally and nationally by 9.6pp to 4.6% and 6pp to 8.1% respectfully. With results below the regional and national level.

The results for A* - C grades decreased by 30.4pp from 60.9% to 30.5%.

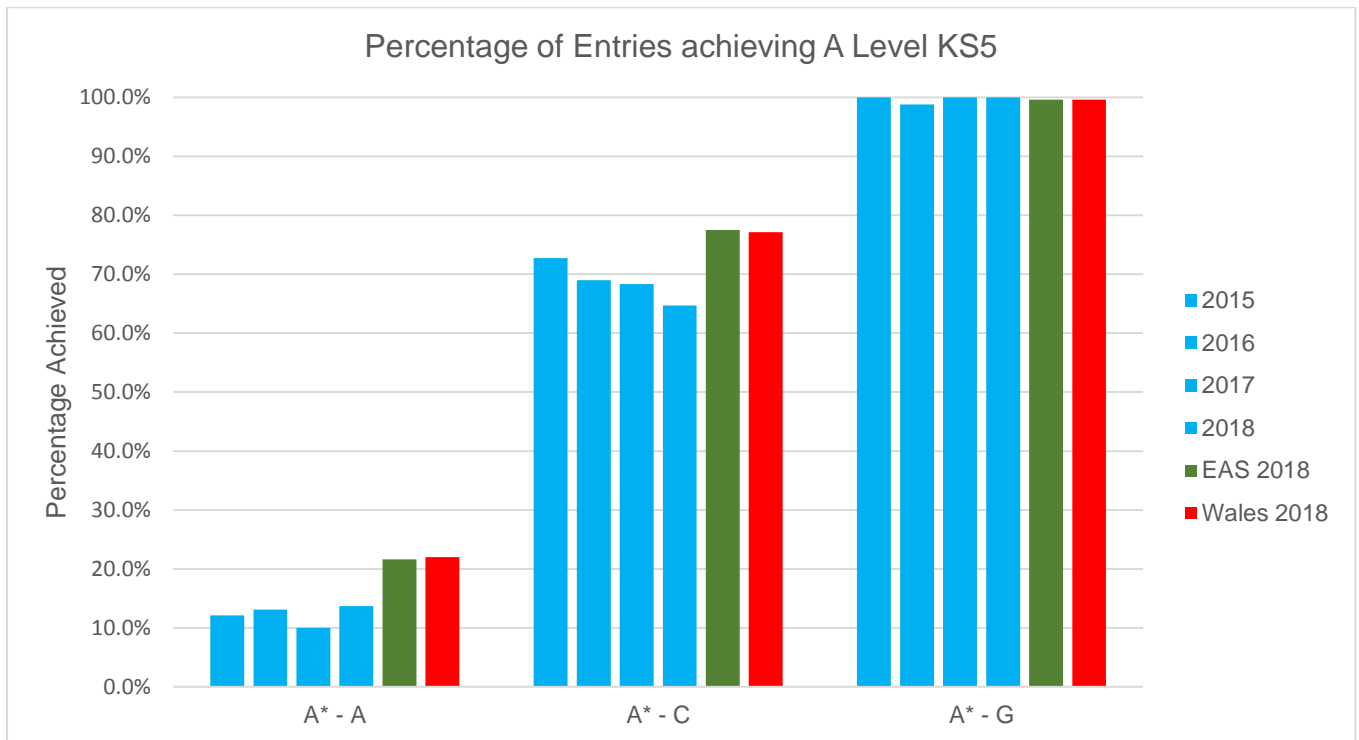
There is a declining picture regionally and nationally by 17.3pp to 32.8% and 13.1pp to 39.2% respectfully. With results below the regional and national level.

The results for A* - G grades decreased by 10.6pp from 91.5% to 80.9%.

There is a declining picture regionally and nationally by 5.6pp to 84.7% and 5.3pp to 87.8% respectfully. With results below the regional level and national level.

A Level Religious Studies

Caerphilly – A Level KS5				
	2015	2016	2017	2018
Cohort Size	613	593	448	438
Number of Entries	99	84	60	51
Percentage of Entries	16.2%	14.2%	13.4%	11.6%
A* - A	12.1%	13.1%	10.0%	13.7%
A* - C	72.7%	69.0%	68.3%	64.7%
A* - E	100.0%	98.8%	100.0%	100.0%



Based on a Three-Year Trend 2015 – 2018

The percentage of entries decreased by 4.6pp from 16.2% to 11.6%. A decrease of 48 entries.

However, the results for A* - A grades increased by 1.6pp from 12.1% to 13.7%.

Whereas the results at regional and national level have declined by 0.9pp to 21.6% and 0.6pp to 22% respectfully. Results are below the regional and national level.

The results for A* - C grades decreased by 8pp from 72.7% to 64.7%.

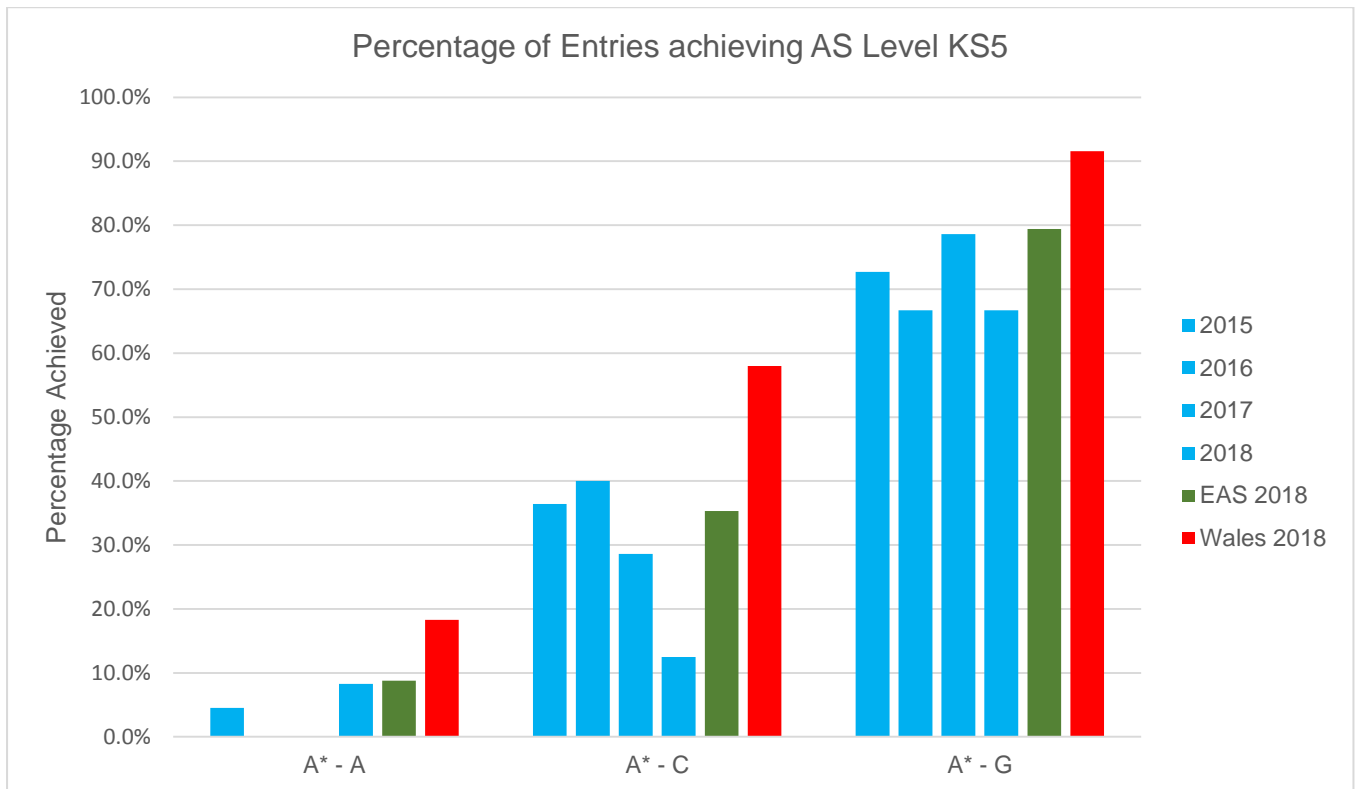
The results at regional level remain stable at 77.5%. Whereas the results at national level have declined by 3.9pp to 77.1%. Results are below the regional and national level.

The results for A* - E grades remain stable at 100%.

Which is above the regional and national results of 99.6%.

AS Level Religious Studies

Caerphilly – AS Level KS5				
	2015	2016	2017	2018
Cohort Size	613	593	448	438
Number of Entries	22	30	14	48
Percentage of Entries	3.6%	5.1%	3.1%	11.0%
A	4.5%	0.0%	0.0%	8.3%
A - C	36.4%	40.0%	28.6%	12.5%
A - E	72.7%	66.7%	78.6%	66.7%



Based on a Three-Year Trend 2015 – 2018

The percentage of entries increased by 7.4pp from 3.6% to 11%. An increase of 26 entries.

The results for A grades increased by 3.8pp from 4.5% to 8.3%.

There is a declining picture regionally, where results decreased by 1.6pp to 8.8%. Whereas nationally results increased by 1.6pp to 18.3%. Results are below the regional and national level.

The results for A - C grades decreased by 23.9pp from 36.4% to 12.5%.

There is a declining picture regionally and nationally by 3.1pp to 35.3% and 6.2pp to 58% respectively. With results below the regional and national level.

The results for A - E grades decreased by 6pp from 72.7% to 66.7%.

There is an improving picture regionally and nationally by 4.2pp to 79.4% and 1.3pp to 91.6% respectively. With results below the regional level and national level.

Appendix 1

Caerphilly Summary

Numbers in Cohort				Numbers of Entries				Percentage of Entries			
Caerphilly - GCSE Short Course KS4				Caerphilly - GCSE Short Course KS4				Caerphilly - GCSE Short Course KS4			
2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
1977	2048	1966	1898	647	607	365	141	32.7%	29.6%	18.6%	7.4%
Caerphilly - GCSE Full Course KS4				Caerphilly - GCSE Full Course KS4				Caerphilly - GCSE Full Course KS4			
2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
1977	2048	1966	1898	679	604	808	811	34.3%	29.5%	41.1%	42.7%
Caerphilly - AS Level KS5				Caerphilly - AS Level KS5				Caerphilly - AS Level KS5			
2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
613	593	448	438	22	30	14	48	3.6%	5.1%	3.1%	11.0%
Caerphilly - A Level KS5				Caerphilly - A Level KS5				Caerphilly - A Level KS5			
2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
613	593	448	438	99	84	60	51	16.2%	14.2%	13.4%	11.6%

Numbers of Results by Grade					Percentage Achieving						
Caerphilly - GCSE Short Course KS4					Caerphilly - GCSE Short Course KS4					3 Year Trend	
	2015	2016	2017	2018		2015	2016	2017	2018	Trend	Difference
A* - A	120	82	27	2	A* - A	18.5%	13.5%	7.4%	1.4%	▼	-17.1%
A* - C	394	272	100	43	A* - C	60.9%	44.8%	27.4%	30.5%	▼	-30.4%
A* - G	592	551	314	114	A* - G	91.5%	90.8%	86.0%	80.9%	▼	-10.6%
Caerphilly - GCSE Full Course KS4					Caerphilly - GCSE Full Course KS4					3 Year Trend	
	2015	2016	2017	2018		2015	2016	2017	2018	Trend	Difference
A* - A	199	167	195	131	A* - A	29.3%	27.6%	24.1%	16.2%	▼	-13.1%
A* - C	485	429	540	472	A* - C	71.4%	71.0%	66.8%	58.2%	▼	-13.2%
A* - G	668	590	784	777	A* - G	98.4%	97.7%	97.0%	95.8%	▼	-2.6%
Caerphilly - AS Level KS5					Caerphilly - AS Level KS5					3 Year Trend	
	2015	2016	2017	2018		2015	2016	2017	2018	Trend	Difference
A* - A	1	0	0	4	A	4.5%	0.0%	0.0%	8.3%	▲	3.8%
A - C	8	12	4	6	A - C	36.4%	40.0%	28.6%	12.5%	▼	-23.9%
A - E	16	20	11	32	A - E	72.7%	66.7%	78.6%	66.7%	▼	-6.0%
Caerphilly - A Level KS5					Caerphilly - A Level KS5					3 Year Trend	
	2015	2016	2017	2018		2015	2016	2017	2018	Trend	Difference
A* - A	12	11	6	7	A* - A	12.1%	13.1%	10.0%	13.7%	▲	1.6%
A* - C	72	58	41	33	A* - C	72.7%	69.0%	68.3%	64.7%	▼	-8.0%
A* - E	99	83	60	51	A* - E	100.0%	98.8%	100.0%	100.0%	◀▶	0.0%

Appendix 2

School Summary

Caerphilly - Schools

Percentage Achieving

GCSE Short Course KS4 - A* - A					GCSE Short Course KS4 - A* - C					GCSE Short Course KS4 - A* - G				
School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018
Glan-Y-Nant Learning Centre (PRU)	0.0%	0.0%	0.0%	0.0%	Glan-Y-Nant Learning Centre (PRU)	0.0%	0.0%	0.0%	0.0%	Glan-Y-Nant Learning Centre (PRU)	0.0%	33.3%	100.0%	0.0%
Newbridge School	19.8%	71.4%	66.7%	0.0%	Newbridge School	79.2%	100.0%	100.0%	0.0%	Newbridge School	100.0%	100.0%	100.0%	0.0%
Pontllanfraith Comprehensive	0.0%	0.0%	-	-	Pontllanfraith Comprehensive	0.0%	0.0%	-	-	Pontllanfraith Comprehensive	0.0%	100.0%	-	-
Blackwood Comprehensive	0.0%	0.0%	0.0%	0.0%	Blackwood Comprehensive	0.0%	100.0%	0.0%	0.0%	Blackwood Comprehensive	100.0%	100.0%	100.0%	0.0%
Oakdale Comprehensive	0.0%	0.0%	-	-	Oakdale Comprehensive	51.0%	48.2%	-	-	Oakdale Comprehensive	98.0%	96.4%	-	-
St Cenydd Comprehensive	9.2%	3.6%	0.0%	0.0%	St Cenydd Comprehensive	57.9%	31.0%	15.8%	7.7%	St Cenydd Comprehensive	96.1%	91.7%	84.2%	73.1%
Risca Community Comprehensive	11.7%	6.0%	0.0%	0.0%	Risca Community Comprehensive	43.3%	30.0%	21.1%	5.9%	Risca Community Comprehensive	91.7%	90.0%	68.4%	70.6%
St Martin's Comprehensive	27.8%	24.1%	4.2%	0.0%	St Martin's Comprehensive	70.4%	53.7%	20.8%	0.0%	St Martin's Comprehensive	94.4%	85.2%	91.7%	100.0%
Heolddu Comprehensive	42.9%	41.4%	0.0%	0.0%	Heolddu Comprehensive	96.4%	93.1%	0.0%	0.0%	Heolddu Comprehensive	96.4%	100.0%	0.0%	100.0%
Lewis School, Pengam	15.5%	23.9%	15.1%	0.0%	Lewis School, Pengam	56.9%	53.5%	52.1%	62.2%	Lewis School, Pengam	81.0%	89.4%	91.6%	97.3%
Lewis Girls Comprehensive	39.0%	12.9%	0.0%	16.7%	Lewis Girls Comprehensive	78.1%	45.9%	0.0%	50.0%	Lewis Girls Comprehensive	96.2%	89.4%	100.0%	83.3%
Rhymney Comprehensive	0.0%	0.0%	0.0%	-	Rhymney Comprehensive	8.3%	0.0%	0.0%	-	Rhymney Comprehensive	100.0%	92.3%	29.4%	-
Idris Davies 3-18 School	-	-	-	0.0%	Idris Davies 3-18 School	-	-	-	0.0%	Idris Davies 3-18 School	-	-	-	44.4%
Bedwas High School	0.0%	0.0%	0.0%	0.0%	Bedwas High School	0.0%	5.9%	15.4%	32.3%	Bedwas High School	56.5%	82.4%	100.0%	83.9%
Ysgol Gyfun Cwm Rhymni	0.0%	0.0%	0.0%	0.0%	Ysgol Gyfun Cwm Rhymni	0.0%	0.0%	0.0%	0.0%	Ysgol Gyfun Cwm Rhymni	0.0%	0.0%	0.0%	0.0%
Cwmcarn High School	0.0%	1.6%	0.0%	0.0%	Cwmcarn High School	23.8%	38.7%	0.0%	0.0%	Cwmcarn High School	76.2%	93.5%	100.0%	0.0%
Islwyn High	-	-	0.0%	14.3%	Islwyn High	-	-	4.7%	57.1%	Islwyn High	-	-	87.1%	85.7%
Caerphilly	18.5%	13.5%	7.4%	1.4%	Caerphilly	60.9%	44.8%	27.4%	30.5%	Caerphilly	91.5%	90.8%	86.0%	80.9%
EAS	14.2%	12.4%	13.5%	4.6%	EAS	50.1%	40.6%	37.1%	32.8%	EAS	90.3%	85.3%	86.3%	84.7%
Wales	14.1%	11.4%	9.8%	8.1%	Wales	52.3%	45.4%	39.6%	39.2%	Wales	93.1%	90.6%	90.2%	87.8%

GCSE Full Course KS4 - A* - A					GCSE Full Course KS4 - A* - C					GCSE Full Course KS4 - A* - G				
School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018
Glan-Y-Nant Learning Centre (PRU)	0.0%	0.0%	0.0%	0.0%	Glan-Y-Nant Learning Centre (PRU)	0.0%	57.1%	100.0%	100.0%	Glan-Y-Nant Learning Centre (PRU)	0.0%	100.0%	100.0%	100.0%
Newbridge School	13.0%	12.5%	15.0%	25.0%	Newbridge School	73.9%	43.8%	75.0%	82.1%	Newbridge School	100.0%	87.5%	100.0%	100.0%
Pontllanfraith Comprehensive	6.3%	23.5%	-	-	Pontllanfraith Comprehensive	12.5%	70.6%	-	-	Pontllanfraith Comprehensive	81.3%	100.0%	-	-
Blackwood Comprehensive	69.4%	45.5%	40.0%	45.5%	Blackwood Comprehensive	100.0%	84.1%	73.3%	93.9%	Blackwood Comprehensive	100.0%	100.0%	100.0%	100.0%
Oakdale Comprehensive	23.2%	17.5%	-	-	Oakdale Comprehensive	78.3%	77.8%	-	-	Oakdale Comprehensive	100.0%	100.0%	-	-
St Cenydd Comprehensive	23.7%	23.8%	17.7%	5.4%	St Cenydd Comprehensive	81.6%	75.0%	65.5%	48.8%	St Cenydd Comprehensive	97.4%	100.0%	98.2%	94.6%
Risca Community Comprehensive	22.2%	10.0%	22.0%	7.8%	Risca Community Comprehensive	77.8%	80.0%	63.4%	32.8%	Risca Community Comprehensive	100.0%	100.0%	95.1%	84.4%
St Martin's Comprehensive	43.6%	34.6%	36.8%	20.3%	St Martin's Comprehensive	79.1%	63.0%	69.2%	62.2%	St Martin's Comprehensive	97.3%	96.3%	94.0%	95.8%
Heolddu Comprehensive	68.8%	46.2%	61.1%	18.6%	Heolddu Comprehensive	93.8%	92.3%	100.0%	88.4%	Heolddu Comprehensive	100.0%	100.0%	100.0%	100.0%
Lewis School, Pengam	0.0%	0.0%	0.0%	10.5%	Lewis School, Pengam	0.0%	0.0%	0.0%	40.7%	Lewis School, Pengam	0.0%	0.0%	0.0%	94.2%
Lewis Girls Comprehensive	66.7%	43.2%	17.9%	17.9%	Lewis Girls Comprehensive	90.5%	97.7%	63.4%	65.4%	Lewis Girls Comprehensive	100.0%	100.0%	96.7%	94.9%
Rhymney Comprehensive	23.8%	14.2%	12.8%	-	Rhymney Comprehensive	59.5%	43.4%	47.9%	-	Rhymney Comprehensive	100.0%	92.0%	93.2%	-
Idris Davies 3-18 School	-	-	-	8.6%	Idris Davies 3-18 School	-	-	-	47.3%	Idris Davies 3-18 School	-	-	-	97.8%
Bedwas High School	14.1%	32.0%	28.2%	23.2%	Bedwas High School	56.4%	76.0%	78.2%	57.1%	Bedwas High School	100.0%	100.0%	100.0%	100.0%
Ysgol Gyfun Cwm Rhymni	35.0%	50.0%	57.9%	32.3%	Ysgol Gyfun Cwm Rhymni	95.0%	100.0%	89.5%	74.2%	Ysgol Gyfun Cwm Rhymni	100.0%	100.0%	100.0%	100.0%
Cwmcarn High School	16.5%	40.7%	0.0%	0.0%	Cwmcarn High School	60.8%	100.0%	0.0%	0.0%	Cwmcarn High School	96.2%	100.0%	0.0%	0.0%
Islwyn High School	-	-	20.8%	23.1%	Islwyn High School	-	-	70.0%	80.8%	Islwyn High School	-	-	99.2%	100.0%
EOTAS	0.0%	0.0%	0.0%	0.0%	EOTAS	0.0%	0.0%	0.0%	0.0%	EOTAS	0.0%	0.0%	100.0%	0.0%
Caerphilly	29.3%	27.6%	24.1%	16.2%	Caerphilly	71.4%	71.0%	66.8%	58.2%	Caerphilly	98.4%	97.7%	97.0%	95.8%
EAS	28.2%	24.1%	23.1%	22.9%	EAS	72.1%	66.8%	66.2%	64.6%	EAS	97.6%	96.2%	95.5%	95.1%
Wales	30.7%	27.8%	24.7%	26.1%	Wales	74.9%	72.0%	68.3%	68.0%	Wales	98.2%	97.8%	97.5%	97.4%

Percentage Achieving

AS Level KS5 A					AS Level KS5 A - C					AS Level KS5 A - E				
School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018
Glan-Y-Nant Learning Centre (PRU)	-	-	-	-	Glan-Y-Nant Learning Centre (PRU)	-	-	-	-	Glan-Y-Nant Learning Centre (PRU)	-	-	-	-
Newbridge School	-	-	-	-	Newbridge School	-	-	-	-	Newbridge School	-	-	-	-
Pontllanfraith Comprehensive	-	-	-	-	Pontllanfraith Comprehensive	-	-	-	-	Pontllanfraith Comprehensive	-	-	-	-
Blackwood Comprehensive	-	-	-	-	Blackwood Comprehensive	-	-	-	-	Blackwood Comprehensive	-	-	-	-
Oakdale Comprehensive	-	-	-	-	Oakdale Comprehensive	-	-	-	-	Oakdale Comprehensive	-	-	-	-
St Cenydd Comprehensive	0.0%	0.0%	0.0%	0.0%	St Cenydd Comprehensive	0.0%	0.0%	33.3%	50.0%	St Cenydd Comprehensive	100.0%	100.0%	66.7%	100.0%
Risca Community Comprehensive	-	-	-	-	Risca Community Comprehensive	-	-	-	-	Risca Community Comprehensive	-	-	-	-
St Martin's Comprehensive	0.0%	0.0%	0.0%	-	St Martin's Comprehensive	60.0%	60.0%	50.0%	-	St Martin's Comprehensive	60.0%	60.0%	100.0%	-
Heolddu Comprehensive	0.0%	0.0%	0.0%	25.0%	Heolddu Comprehensive	0.0%	33.3%	0.0%	25.0%	Heolddu Comprehensive	50.0%	33.3%	100.0%	75.0%
Lewis School, Pengam	-	0.0%	0.0%	0.0%	Lewis School, Pengam	-	0.0%	0.0%	0.0%	Lewis School, Pengam	-	33.3%	0.0%	0.0%
Lewis Girls Comprehensive	0.0%	0.0%	0.0%	16.7%	Lewis Girls Comprehensive	0.0%	0.0%	100.0%	16.7%	Lewis Girls Comprehensive	0.0%	100.0%	100.0%	83.3%
Rhymney Comprehensive	0.0%	0.0%	0.0%	-	Rhymney Comprehensive	0.0%	0.0%	0.0%	-	Rhymney Comprehensive	100.0%	50.0%	100.0%	-
Idris Davies 3-18 School	-	-	-	0.0%	Idris Davies 3-18 School	-	-	-	0.0%	Idris Davies 3-18 School	-	-	-	60.0%
Bedwas High School	0.0%	0.0%	-	0.0%	Bedwas High School	50.0%	100.0%	-	0.0%	Bedwas High School	87.5%	100.0%	-	75.0%
Ysgol Gyfun Cwm Rhymni	100.0%	0.0%	-	0.0%	Ysgol Gyfun Cwm Rhymni	100.0%	33.3%	-	0.0%	Ysgol Gyfun Cwm Rhymni	100.0%	66.7%	-	0.0%
Cwmcarn High School	0.0%	0.0%	-	-	Cwmcarn High School	0.0%	40.0%	-	-	Cwmcarn High School	50.0%	60.0%	-	-
Islwyn High	-	-	-	-	Islwyn High	-	-	-	-	Islwyn High	-	-	-	-
Caerphilly	4.5%	0.0%	0.0%	8.3%	Caerphilly	36.4%	40.0%	28.6%	12.5%	Caerphilly	72.7%	66.7%	78.6%	66.7%
EAS	10.4%	8.2%	8.5%	8.8%	EAS	38.4%	42.9%	27.1%	35.3%	EAS	75.2%	73.5%	83.1%	79.4%
Wales	16.7%	15.6%	19.1%	18.3%	Wales	64.2%	62.7%	62.3%	58.0%	Wales	90.3%	89.1%	90.6%	91.6%

A Level KS5 A* - A					A Level KS5 A* - C					A Level KS5 A* - E				
School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018
Glan-Y-Nant Learning Centre (PRU)	-	-	-	-	Glan-Y-Nant Learning Centre (PRU)	-	-	-	-	Glan-Y-Nant Learning Centre (PRU)	-	-	-	-
Newbridge School	-	-	-	-	Newbridge School	-	-	-	-	Newbridge School	-	-	-	-
Pontllanfraith Comprehensive	-	-	-	-	Pontllanfraith Comprehensive	-	-	-	-	Pontllanfraith Comprehensive	-	-	-	-
Blackwood Comprehensive	-	-	-	-	Blackwood Comprehensive	-	-	-	-	Blackwood Comprehensive	-	-	-	-
Oakdale Comprehensive	-	-	-	-	Oakdale Comprehensive	-	-	-	-	Oakdale Comprehensive	-	-	-	-
St Cenydd Comprehensive	7.1%	5.9%	9.1%	7.7%	St Cenydd Comprehensive	78.6%	52.9%	72.7%	53.8%	St Cenydd Comprehensive	100.0%	94.1%	100.0%	100.0%
Risca Community Comprehensive	-	-	-	-	Risca Community Comprehensive	-	-	-	-	Risca Community Comprehensive	-	-	-	-
St Martin's Comprehensive	11.1%	10.0%	10.0%	66.7%	St Martin's Comprehensive	77.8%	70.0%	60.0%	100.0%	St Martin's Comprehensive	100.0%	100.0%	100.0%	100.0%
Heolddu Comprehensive	0.0%	0.0%	0.0%	0.0%	Heolddu Comprehensive	80.0%	44.4%	50.0%	83.3%	Heolddu Comprehensive	100.0%	100.0%	100.0%	100.0%
Lewis School, Pengam	-	0.0%	-	0.0%	Lewis School, Pengam	-	0.0%	-	100.0%	Lewis School, Pengam	-	100.0%	-	100.0%
Lewis Girls Comprehensive	0.0%	20.0%	16.7%	0.0%	Lewis Girls Comprehensive	47.4%	60.0%	83.3%	71.4%	Lewis Girls Comprehensive	100.0%	100.0%	100.0%	100.0%
Rhymney Comprehensive	10.0%	27.3%	13.3%	-	Rhymney Comprehensive	80.0%	81.8%	66.7%	-	Rhymney Comprehensive	100.0%	100.0%	100.0%	-
Idris Davies 3-18 School	-	-	-	16.7%	Idris Davies 3-18 School	-	-	-	50.0%	Idris Davies 3-18 School	-	-	-	100.0%
Bedwas High School	17.6%	16.7%	0.0%	28.6%	Bedwas High School	82.4%	100.0%	83.3%	71.4%	Bedwas High School	100.0%	100.0%	100.0%	100.0%
Ysgol Gyfun Cwm Rhymni	20.0%	10.0%	12.5%	12.5%	Ysgol Gyfun Cwm Rhymni	80.0%	100.0%	62.5%	50.0%	Ysgol Gyfun Cwm Rhymni	100.0%	100.0%	100.0%	100.0%
Cwmcarn High School	33.3%	20.0%	-	-	Cwmcarn High School	73.3%	70.0%	-	-	Cwmcarn High School	100.0%	100.0%	-	-
Islwyn High	-	-	-	-	Islwyn High	-	-	-	-	Islwyn High	-	-	-	-
Caerphilly	12.1%	13.1%	10.0%	13.7%	Caerphilly	72.7%	69.0%	68.3%	64.7%	Caerphilly	100.0%	98.8%	100.0%	100.0%
EAS	22.5%	15.8%	17.6%	21.6%	EAS	38.4%	42.9%	27.1%	35.3%	EAS	75.2%	73.5%	83.1%	79.4%
Wales	22.6%	18.3%	18.2%	22.0%	Wales	81.0%	78.9%	78.1%	77.1%	Wales	99.7%	99.1%	99.6%	99.6%

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Agenda Item 10

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION

DATE: 6TH MARCH 2019

SUBJECT MONITORING PROVISION AND STANDARDS - CAERPHILLY
SCHOOL INSPECTION REPORTS (AUTUMN 2018)

A PURPOSE OF REPORT

To consider the main findings of Caerphilly inspection reports with regards to religious education, spiritual development and collective worship.

B BACKGROUND

SACRE Synopsis: Main findings

This synopsis for Caerphilly SACRE provides information about spiritual development, collective worship and any comments made in relation to religious education in the inspection reports of schools inspected in the local authority during Autumn Term 2018. This synopsis considers the inspection findings of four primary school, one junior school and one secondary school.

Main findings Spiritual Development

Comments in relation to spiritual development are evident in **four** out of six inspection reports.

Collective Worship

Meeting statutory requirements

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements. All schools inspected during Autumn Term 2018 meet statutory requirements in relation to collective worship.

Quality

There is reference to the quality of collective worship in **two** inspection report and good features are highlighted.

Acts of collective worship:

- promote pupils' spiritual and moral development effectively
- enable pupils to participate actively, listen carefully to the messages and act upon them
- provide valuable opportunities for pupils to reflect on how they should treat others and to think of others less fortunate than themselves

Estyn Recommendations

Estyn made a recommendation with regards to Religious Education in **one** school:

Estyn Recommendation: Ensure that the teaching of religious education meets requirements. Teachers' planning does not meet the requirements for teaching religious education well enough.

There were no recommendations with regards to Spiritual Development or Collective Worship.

C RECOMMENDATION

SACRE to note and discuss the inspection reports and to write to schools in response.

D SUPPORTING INFORMATION

Appendix 1 School Inspection Reports SACRE Synopsis: Autumn Term 2018

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: Autumn Term 2018

This synopsis for Caerphilly SACRE provides information about spiritual development, collective worship and any comments made in relation to religious education in the inspection reports of schools inspected in the local authority during Autumn Term 2018.

This synopsis considers the inspection findings of four primary school, one junior school and one secondary school.

Main findings Spiritual Development

Comments in relation to spiritual development are evident in **four** out of six inspection reports.

Collective Worship

Meeting statutory requirements

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements. All schools inspected during Autumn Term 2018 meet statutory requirements in relation to collective worship.

Quality

There is reference to the quality of collective worship in **two** inspection report and good features are highlighted.

Acts of collective worship:

- promote pupils' spiritual and moral development effectively
- enable pupils to participate actively, listen carefully to the messages and act upon them
- provide valuable opportunities for pupils to reflect on how they should treat others and to think of others less fortunate than themselves

Recommendations

Estyn made a recommendation with regards to Religious Education in **one** school:

Estyn Recommendation: Ensure that the teaching of religious education meets requirements. Teachers' planning does not meet the requirements for teaching religious education well enough.

There were no recommendations with regards to Spiritual Development or Collective Worship.

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: Autumn Term 2018

School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
Llancaeath Juniors Nov 2018	There is no direct mention of spiritual development. Though personal, moral and social education are highlighted.	YES	There is no direct reference to Collective Worship in the report	Inspection area	Judgement
				Standards	Good
				Wellbeing and attitudes to learning	Good
				Teaching and learning experiences	Good
				Care, support and guidance	Good
				Leadership and management	Good
				<p>Pupils have worthwhile opportunities to develop their understanding of moral and social matters. The school's personal and social education programme contributes well to developing these aspects. There are well-developed opportunities for pupils to build their awareness and understanding of other cultures, for example, Year 3 pupils learn about the lives of people in India. Older pupils use their knowledge of perimeters, circumferences and circles successfully to create mandalas when studying different religious faiths.</p> <p>The curriculum promotes Welsh history and culture successfully and provides a clear focus on the Welsh heritage and local places of interest. This contributes well to pupils' understanding of their local area, their history and culture. For example, pupils visit Llancaeath Fawr, Big Pit and the Rhondda Heritage Centre and they study a wide range of Welsh landscape artists, such as Kyffin Williams. Members of the community often visit the school, for example to describe their wartime experiences.</p> <p>Members of various pupil groups, such as the 'wellbeing warriors', talk passionately about their role to improve outcomes for pupils in the school. Most pupils develop well as ethical and informed citizens, for example through fundraising activities, such as the 'wear red' day, that they organise in support of a local hospital. Pupils display care for others in their community, for example when</p>	

				<p>playing board games with the residents of a local residential care home.</p> <p>Nearly all pupils are polite, behave well and treat one another, staff and visitors with high levels of respect. They interact harmoniously during breaktimes and participate co-operatively in team games, such as football and rugby, for extended periods of time. Pupils are quick to help each other and the playground buddies help to keep everyone happy on the school yard.</p> <p>The school is a caring environment where pupils feel valued, safe and happy. Pupils have many opportunities to contribute to the life and work of the school. This is a notable feature and encourages pupils to develop positive attitudes to learning.</p> <p>Teachers have suitable opportunities to share good practice within the cluster of local schools. For example, a joint project with local schools to improve pupils' wellbeing has enhanced pupils' self-confidence and resulted in very positive attitudes to school life.</p> <p>The school provides pupils with many valuable opportunities to undertake leadership roles, that have a positive impact on their wellbeing and on the day-to-day life of the school. For example, pupil groups, such as the wellbeing warriors, curriculum team, digital leaders and the criw Cymraeg, devise their own action plans to bring about improvements to the school's provision. The headteacher meets regularly with members of the pupils' executive team to ensure that actions are planned carefully. Pupil groups introduce important improvements to the school's provision, such as devising a list of 'non-negotiables' that appears on the success criteria in pupils' books. This is a strong aspect of the school's work.</p>								
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links								
Graig y Rhacca Primary November 2018	School assemblies promote pupils' spiritual development effectively. Pupils participate actively, listen carefully to the messages and act upon them.	Yes	School assemblies promote pupils' spiritual development effectively. Pupils participate actively, listen carefully to the	<table border="1"> <thead> <tr> <th>Inspection area</th> <th>Judgement</th> </tr> </thead> <tbody> <tr> <td>Standards</td> <td>Good</td> </tr> <tr> <td>Wellbeing and attitudes to learning</td> <td>Good</td> </tr> <tr> <td>Teaching and learning</td> <td>Good</td> </tr> </tbody> </table>	Inspection area	Judgement	Standards	Good	Wellbeing and attitudes to learning	Good	Teaching and learning	Good
Inspection area	Judgement											
Standards	Good											
Wellbeing and attitudes to learning	Good											
Teaching and learning	Good											

			<p>messages and act upon them.</p>	<p>experiences</p>	
				<p>Care, support and guidance</p>	<p>Excellent</p>
				<p>Leadership and management</p>	<p>Good</p>
<p>Estyn Recommendation: Ensure that the teaching of religious education meets requirements. Teachers’ planning does not meet the requirements for teaching religious education well enough.</p> <p>The school promotes pupils’ moral and social development very successfully. Through studying different cultures, pupils have valuable opportunities to develop their understanding of the wider world and respect for diversity.</p> <p>A wide range of enriching learning experiences nurtures pupils’ cultural understanding. The school provides many good quality opportunities for pupils to experience life outside the school environment and is passionate about preparing them to be ambitious, positive and active citizens. For example, older pupils write and perform protest songs in the local community about homelessness.</p> <p>The school is an inclusive community, which values, respects and nurtures all of its members very successfully. There is a culture of outstanding care, ambition, equality and pride. This results in pupils who display remarkable respect towards each other, and become active members of the school family. An exceptional feature is the way the school integrates personal and social education into every aspect of its life.</p> <p>There are suitable opportunities for pupils to learn about the culture and heritage of Wales. For example, pupils study aspects of a different part of Wales when they look at the geography of the Brecon Beacons. They worked with a local artist to produce landscapes of the beacons that they displayed for parents.</p> <p>Standards of pupils’ wellbeing are high and pupils enjoy coming to school and appreciate what the school has to offer. Staff provide pupils with an extremely high standard of care and anticipate their needs well. There is an exceptionally warm and caring atmosphere</p>					

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: Autumn Term 2018

				in the school and this helps all pupils to feel valued. Teachers provide interesting learning experiences and enhance these well through trips, visits and engagement with the local community. They support individual pupils well to reach their potential.	
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
Phillipstown Primary Nov 2018 Page 43	The school develops pupils' spiritual, moral and social development effectively. It promotes respect and tolerance well through planned lessons, pupils' voice groups and charity events.	YES	There is no direct reference to Collective Worship in the report	Inspection area	Judgement
				Standards	
				Wellbeing and attitudes to learning	
				Teaching and learning experiences	
				Care, support and guidance	
				Leadership and management	
				The school is a caring, supportive and inclusive community where nearly all pupils feel that staff treat them fairly and with respect. Staff know pupils well and create a nurturing ethos that helps to build pupils' confidence and self-esteem. There is an increasing emphasis on developing pupils' understanding of their human rights and this is having a positive impact on their behaviour and attitudes. The school also encourages pupils to understand about equality, diversity and global issues appropriately. For example, it has taken a leading role in the Global Learning Programme of Wales. This is helping to raise pupils' awareness of world poverty and sustainability effectively. The school ensures that pupils have good opportunities to learn about their locality and the culture and heritage of Wales. For example, the school celebrates St David's and St Dwynwen's Days and pupils regularly contribute to Welsh history workshops. There are annual residential visits to the Urdd centre at Llangrannog. However, there are too few opportunities for pupils to use and improve their Welsh skills outside of designated Welsh lessons. The acting headteacher has worked appropriately with the acting	

				<p>deputy headteacher, seconded from another school, to address these and has placed pupils' wellbeing at the centre of the school's work. Staff and governors share this vision and succeed in creating an inclusive community for pupils.</p> <p>The school has established a range of worthwhile pupil groups, which help to improve aspects of school life. Pupils have a strong voice in the school and they feel that school leaders listen to them well. For example, various pupil groups are successful in encouraging pupils' physical activity, improving the school environment and supporting pupil and parent ICT skills. Visitors to the school and school governors provide additional, positive role models for the pupils and share real-life experiences of citizenship. For example, elected local officials visit the school to talk about their role in local government.</p> <p>Most pupils behave well in lessons and around the school. They are polite and well mannered, greet adults happily and show courtesy to others. Most share equipment in class and on the yard supportively and act responsibly to keep themselves and others safe. Most pupils interact well with pupils outside of their usual classes during 'Flip It Up' enrichment activities.</p> <p>Provision for pupils with additional learning needs is good. Appropriately-trained staff deliver a suitable range of intervention programmes to improve targeted pupils' literacy, numeracy and emotional skills.</p>												
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links												
Risca Primary Nov 2018	The school's well-planned personal and social education programme develops pupils' spiritual, moral, social and cultural development well.	Yes	Regular school assemblies, charity fundraising and learning activities provide valuable opportunities for pupils to reflect on how they should treat others and to think of others less fortunate than themselves. For example,	<table border="1"> <thead> <tr> <th>Inspection area</th> <th>Judgement</th> </tr> </thead> <tbody> <tr> <td>Standards</td> <td>Excellent</td> </tr> <tr> <td>Wellbeing and attitudes to learning</td> <td>Good</td> </tr> <tr> <td>Teaching and learning experiences</td> <td>Excellent</td> </tr> <tr> <td>Care, support and guidance</td> <td>Good</td> </tr> <tr> <td>Leadership and management</td> <td>Excellent</td> </tr> </tbody> </table>	Inspection area	Judgement	Standards	Excellent	Wellbeing and attitudes to learning	Good	Teaching and learning experiences	Excellent	Care, support and guidance	Good	Leadership and management	Excellent
Inspection area	Judgement															
Standards	Excellent															
Wellbeing and attitudes to learning	Good															
Teaching and learning experiences	Excellent															
Care, support and guidance	Good															
Leadership and management	Excellent															

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: Autumn Term 2018

			<p>the school's sponsorship of a school in Africa helps to improve pupils' understanding of diversity and their roles as global citizens.</p>	<p>The school's provision and ethos help to ensure that nearly all pupils' behaviour is exemplary. Staff treat all pupils with respect and encourage them to become enthusiastic learners. As a result, nearly all pupils are polite and well-mannered, showing respect for those around them.</p> <p>Pupil leadership groups have a positive impact on school life. For example, members of the school council organise beneficial activities during anti-bullying week and the digital leaders lead internet safety assemblies reinforcing the need for pupils to keep safe online. Playground buddies support their peers very well.</p> <p>The school provides many opportunities for pupils to undertake leadership roles. There is an active eco club, a school council, school ambassadors, a Criw Cymraeg and digital leaders. This results in pupils having a strong sense of pride and ownership of their school.</p> <p>The school provides excellent opportunities for pupils to develop their expressive and creative skills. This contributes highly effectively towards ensuring that pupils enjoy their learning experiences and show high levels of motivation and interest in their work. For example, following the visit of two evacuees to talk about their wartime experiences, pupils created an animated film and performed a play to reflect on their experiences purposefully.</p> <p>The school tracks pupils' wellbeing through a range of purposeful measures. It has beneficial strategies for pupils experiencing social or emotional difficulties and require support.</p>	
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
Fleur-De-Lys Primary School	There is no direct mention of Spiritual Development in the report	Yes	There is no direct reference to Collective Worship in the report	Inspection area	Good
October 2018				Standards	Good
				Wellbeing and attitudes to learning	Good
				Teaching and learning experiences	Good
				Care, support and guidance	Good
				Leadership and management	Good

				<p>The school provides a welcoming and caring ethos in a safe and secure learning environment. Staff treat all pupils equally and fairly. In the reception and Year 1 class many recall stories and participate with good understanding when asked by their teacher to identify true or false facts about Noah and his ark.</p> <p>Pupils of all ages play well together on the playgrounds happily. Nearly all share spaces fairly and play football and use other equipment safely and with reasonable concern for each other. Pupils throughout the school take on roles of responsibility purposefully. Many speak enthusiastically about the range of leadership roles available to them, including ‘Cryw Cymraeg’, digital leaders and the eco-council as well other monitor duties. The school council meets regularly and its members are elected by secret ballot.</p> <p>Pupils have a good awareness of these roles and know what their representatives do and how they contribute to their school life. For example, they know the eco-council is currently helping the school work towards an award and that this helps them learn about sustainability.</p> <p>Foundation phase teachers take full account of the principles of the foundation phase in their planning of lessons. All have a strong understanding of how best to develop learning for young children. They create stimulating learning environments indoors and outdoors that provide varied opportunities for pupils to choose learning activities. For example, on ‘Wild Wood Wednesdays’ teachers exploit skilfully the wooded environment in the school grounds to explore themes of autumn and colour.</p> <p>The school celebrates St David’s Day with an eisteddfod and pupils visit local places of interest, such as the Roman remains at Caerleon and Cardiff Castle. The school provides valuable opportunities for pupils to learn traditional tales, such as Gelert and Llyn Y Fan Fach and to study lives of Welsh poets, artists and sports personalities. As a result, pupils have a good awareness of their Welsh identity.</p>
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: Autumn Term 2018

Islwyn High School	Overall, Islwyn High School has a supportive ethos that promotes the wellbeing of pupils appropriately. Pupils' spiritual and moral development is addressed through effective assemblies and tutor time on topics such as respect for all ages on the International Day of Older Persons.	Yes	Pupils' spiritual and moral development is addressed through effective assemblies	Inspection area	
				Standards	Adequate and needs improvement
				Wellbeing and attitudes to learning	Adequate and needs improvement
				Teaching and learning experiences	Good
				Care, support and guidance	Adequate and needs improvement
				Leadership and management	Adequate and needs improvement
				Many pupils demonstrate understanding and respect for people from different beliefs, backgrounds and traditions. For example, in religious education pupils discuss thoughtfully the importance of tolerance and develop their understanding and appreciation of different ways of life. Overall, Islwyn High School has a supportive ethos that promotes the wellbeing of pupils appropriately. Many pupils feel safe in school and demonstrate positive behaviour in lessons. Most pupils are respectful towards one another and to visitors. This contributes to a calm environment across the school. Most pupils are respectful towards one another and to staff and visitors to the school. These positive relationships underpin the inclusive, supportive ethos of the school. Many pupils are punctual and demonstrate positive behaviour in lessons. They behave well during lunchtime and break-time and this contributes to a calm environment across the school. Many pupils in the SSRB have positive attitudes to learning. They demonstrate joy and curiosity when exploring new tasks or experiences. For example, key stage 3 pupils take great delight in using descriptive language to describe textures and senses. The school provides a wide range of activities to develop pupils' social and creative skills. These include a school orchestra, well-attended choir and valuable school production. There are a wide range of opportunities for pupils to take regular exercise through	

				<p>the many sporting clubs, which include basketball, rugby and fitness sessions.</p> <p>There is a broad range of opportunities for pupils to share their views, for example as part of the departmental review process.</p> <p>Pupils, including the most vulnerable, can develop their leadership skills through the prefect system, as sports' leaders, by being "buddies" to younger pupils and through involvement in the school council. The school council makes a valuable contribution to school policies, such as the new behaviour policy. However, the actions of the school council are not always communicated effectively enough across the school.</p> <p>The school's arrangements for safeguarding is a cause for concern. The school procedures for keeping pupils safe from the dangers of radicalisation and extremism, are not sufficiently robust.</p> <p>Governors are supportive of the school and have a satisfactory understanding of the challenges facing the school. They have established useful committees, for example to focus on standards or wellbeing.</p>
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Agenda Item 11

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 6TH MARCH 2019

SUBJECT: THE EFFECTIVENESS OF SACRE

A PURPOSE OF REPORT

To consider ways in which Caerphilly SACRE can develop the effectiveness of its role and its engagement with Caerphilly schools

B BACKGROUND

During the Autumn Term SACRE Members received training on the roles and responsibilities of SACRE. This agenda item follows on from the training. The aim is to discuss ways in which SACRE can improve the effectiveness of its engagement with schools. SACRE has agreed to co-opt a young person to SACRE in order to enable learners to have a voice on issues of Religious Education and Collective Worship. During the Autumn meeting SACRE also discussed the possibility of starting a 'Youth SACRE' in the Local Authority. SACRE will receive a verbal update on progress being made with researching the challenges and opportunities of holding a Youth SACRE.

The RE Adviser will also present feedback on the workshop she attended on Effective SACREs; the Religious Education Quality Mark (REQM), which is an award designed to celebrate success in Religious Education in England and Wales.

C RECOMMENDATIONS

1. For SACRE to receive an update on the progress being made with research into the possibility of forming a Youth SACRE.
2. To consider the feedback on the workshop in respect of Effective SACREs.

D SUPPORTING INFORMATION

Background Resources

- Example of the work of a Youth SACRE: <http://www.nasacre.org.uk/file/nasacre/Newham2.pdf>
- Religious Education Quality Mark: <http://reqm.org/>
- REQM – How to apply: <http://reqm.org/achieving-the-award/how-to-apply>
- The recommendations of the Estyn Report (see Agenda Item 8)
- The recommendations of the Final Report from the Commission on Religious Education in England - the list of recommendations can be found on p.11ff. <https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>

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Agenda Item 12

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS
EDUCATION

DATE: 6TH MARCH 2019

SUBJECT: SACRE NEWS BULLETIN

A PURPOSE OF REPORT

For Members of SACRE to receive an update on the progress made in respect of the SACRE News Bulletin.

B RECOMMENDATION

That SACRE note the details of the update and consider information briefings for inclusion in the next SACRE News Bulletin.

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Agenda Item 13

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 6TH MARCH 2019

SUBJECT: CORRESPONDENCE UPDATE

A PURPOSE OF REPORT

To provide an update on the correspondence received by Caerphilly SACRE and/or circulated on behalf of Caerphilly SACRE.

B BACKGROUND

A verbal update will be provided at the meeting.

C RECOMMENDATION

For Caerphilly SACRE to note the details of the correspondence update.

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Agenda Item 14

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 6TH MARCH 2019

SUBJECT: SCHEDULE OF MEETINGS 2019

A PURPOSE OF REPORT

To note the dates and venue of forthcoming Caerphilly SACRE meetings.

B BACKGROUND

Dates of forthcoming meetings:

Summer Term 2019

20th May 2019 (2.00pm) – Newbridge School, Bridge Street, Newbridge

Autumn Term 2019

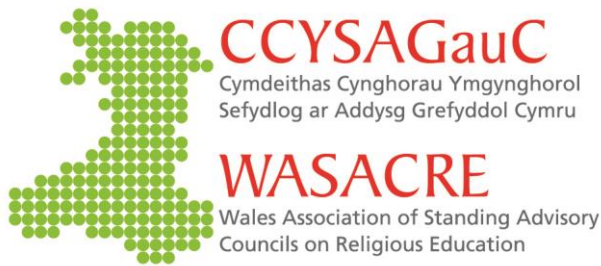
23rd October 2019 (2.00pm) – Penallta House Council Offices, Ystrad Mynach

C RECOMMENDATION

For Caerphilly SACRE to note the date and venue of future meetings during 2019.

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Agenda Item 15



Cyfarfod Cymdeithas CYSAG au Cymru,
 yn Ysgol Llanilltud Fawr, Llanilltud Fawr CF61 1TQ
 Dydd Mawrth, 20 Tachwedd 2018
 10.30a.m. – 2.45p.m.

Yn bresennol

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT)</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KD)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Maggie Turford (MT)</p> <p>Caerffili/ Caerphilly John Taylor (JT) Enfys Hawthorn (EH) Paula Webber (PW)</p> <p>Caerdydd / Cardiff Maggie Turford (MT)</p> <p>Sir Gaerfyrddin / Carmarthenshire Helen Gibbon (HG)</p> <p>Ceredigion</p> <p>Conwy</p> <p>Sir Ddinbych / Denbighshire</p>	<p>Sir y Fflint / Flintshire</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Maggie Turford (MT) Ernie Goldsworthy (EG) Mark Prevett (MkP)</p> <p>Sir Fynwy / Monmouthshire Sir Tudor Thomas (TT) Paula Webber (PW)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Hugh James (HJ)</p> <p>Casnewydd / Newport Ilona Dziedzic (ID) Paula Webber (PW)</p> <p>Sir Benfro / Pembrokeshire Amanda Lawrence (AL)</p> <p>Powys John Mitson (JM)</p> <p>Rhondda Cynon Taf Maggie Turford (MT) Mathew Maidment (MM)</p>	<p>Abertawe / Swansea Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Dafydd Trehearn (DT) Eddie Williams (EW) Rob Crowley (RC) Maggie Turford (MT)</p> <p>Wrecsam / Wrexham Libby Jones (LJ)</p> <p>Sylwedyddion / Observers Rudolf Elliot Lockhart, REC Tudor Thomas, MAGC Marged Williams, Ysgol Llanilltud Fawr</p> <p>Cyflwynwyr/Presenters Kevin Plamer, LIC Andrew Pearce, CBAC</p> <p>Cofnodion / Minutes Gill Vaisey (GV)</p>
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Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Cyn y cyfarfod mwynhaodd yr aelodau eitemau cerddorol gan ddisgyblion yr ysgol.

Estynnwyd croeso gan y Cynghorydd Bob Penrose, Aelod Cabinet Dysgu a Diwylliant Bro Morgannwg i'r Awdurdod Lleol ac yn arbennig i Ysgol Llanilltud Fawr. Diolchodd i'r Pennaeth, Fiona Gravell am letya cyfarfod PYCAG y diwrnod cynt a chyfarfodydd CCYSAGauC yn yr ysgol hon a ail-fodelwyd.

Diolchwyd hefyd i Marged Williams, Pennaeth AG yn yr ysgol am helpu i drefnu'r diwrnod.

Siaradodd y Cyng Penrose am yr her a gyflwynir gan y cwricwlwm newydd. Dywedodd fod angen i AG gael lle amlwg gan fod Addysg Grefyddol yn rhan sylfaenol o'r cwricwlwm, ac mae iddi werth enfawr. Cyfeiriodd at yr angen i GYSAGau elwa ar ymrwymiad, brwdfrydedd a sgiliau a gwybodaeth pob un o'r grwpiau ar y pwyllgor.

Diolchodd EE i'r Cyng Penrose am ei groeso cynnes a'i sylwadau.

2. Adfyfrio tawel

Adroddodd EE un o hanesion pobl Cariboo sy'n ategu'r angen am heddwch ar draws y byd. Gall unigolion gael grym torfol os ydynt yn gweithio gyda'i gilydd.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan Rachel Samuel, Cyng Lyndon Lloyd, Janet Jones, Tania ap Sion, Dylan Rhys, Manon Jones.

4. Cofnodion y cyfarfod a gynhaliwyd yn Llangefni, 6 Gorffennaf, 2018

Derbyniwyd y cofnodion fel cofnod cywir o'r cyfarfod.

5. Materion yn codi

Eitem 5. Ers i GYSAG Sir Gaerfyrddin godi'r mater fod angen i bob gohebiaeth fod yn ddwyieithog, cadarnhawyd fod popeth a anfonwyd ers y cyfarfod diwethaf wedi bod yn y ddwy iaith.

LJ i holi Lynda Maddock ynghylch cynrychiolydd o CBAC. Mae LJ wedi siarad â Lynda Maddock ac Andrew Pearce a ddywedodd y byddant yn gwneud eu gorau i fynychu cyfarfodydd PYCAG a CCYSAGauC. Pwysleisiwyd pwysigrwydd yr angen i gynrychiolwyr CBAC fynychu PYCAG a CCYSAGauC i helpu yn y broses gyfathrebu bwysig iawn ac er mwyn iddynt fod yn gwbl ymwybodol o'r datblygiadau yn y cwricwlwm newydd.

Eitem 6. Linda Rudge a Marc Ansawdd Addysg Grefyddol (REQM). Adroddodd PW ei bod hi wedi mynd ar ôl hwn. Mae cyllid LTLRE wedi cael ei dynnu'n ôl a'i ail-ddyrannu i brosiect newydd sy'n cael ei wneud gan *RE Today Services* ar ran Culham St Gabriels.

Mae pedwar allan o'r pum CYSAG y mae PW yn gweithio gyda nhw yn awyddus i hyrwyddo'r Marc Ansawdd yn eu hawdurdodau. Adroddodd LJ y gallai tair ysgol ym mhob cylch gael eu hariannu i wneud cais am y dyfarniad Marc Ansawdd.

Eitem 7. Adolygiad Thematig Estyn. Adroddwyd y bydd PYCAG yn ymateb i'r adroddiad hwn. Gofynnodd LJ a fydd CCYSAGauC yn gwneud yr un fath.

Awgrymodd RT y dylai CCYSAGauC ateb ond gan ein bod yn dibynnu ar aelodau PYCAG am gymorth proffesiynol yn y meysydd hyn, gallai CCYSAGauC ystyried eu hadroddiad a'i addasu i ffurfio ymateb gan CCYSAGauC.

Gweithredu: Cytunwyd y byddai CCYSAGauC yn edrych ar ymateb PYCAG i Estyn ac yn creu eu hymateb eu hunain.

Eitem 9. Mae Rôl yr Ysgrifenyddiaeth wedi'i rhannu erbyn hyn fel y gobeithid, ac mae'r swyddogaethau unigol i gyd wedi cael eu rhannu ymhlith y Pwyllgor Gwaith.

Eitem 10. Mae'r gynhadledd a gynigiwyd ar gyfer 2019 yn mynd i gael ei gohirio am nifer o resymau tan Hydref 2019. Bydd gan y Gwasanaeth Addysg Gatholig a'r Eglwys yng Nghymru Fframwaith Cefnogol i'w hysgolion, felly bydd tri Fframwaith Cefnogol ar waith yng Nghymru. Bydd angen dwy sesiwn hyfforddi arnom - y naill yn Hydref 2019 ac yna lansio'r Fframwaith Cefnogol pan fydd ar gael. Mae angen i ni ystyried pwy fyddai'n talu am y cynadleddau - yr un gyntaf i'w hariannu gan CCYSAGauC ond byddai'n ymddangos yn addas fod y lansio yn cael ei ariannu gan Lywodraeth Cymru.

Eitem 13. Mae cyfeiriad e-bost i CCYSAGauC wrthi'n cael ei sefydlu.

Cafwyd gwahoddiad gan David Hampshire i gyfarfodydd y Rhwydwaith Rhyng-ffydd. Diweddarwyd logo CCYSAGauC ar wefan y Rhwydwaith Rhyng-ffydd. Awgrymodd RT y gallai CCYSAGauC holi a allai CCYSAGauC gael lle ar y Rhwydwaith.

6. Cyflwyniad PYCAG:

Kevin Palmer, Llywodraeth Cymru.

Dysgu Proffesiynol Penodol Maes Dysgu a Phrofiad yn y Cwricwlwm Newydd

Eglurodd Kevin y byddai ei gyflwyniad yn ymdrin â dysgu proffesiynol ac nid y cwricwlwm ar hyn o bryd. Hoffai gael cyfle arall i ddod yn ôl at CCYSAGauC i roi cyflwyniad yn fwy penodol ar AG yn y cwricwlwm newydd.

Rhoddodd KP ddiffiniad o 'ddysgu proffesiynol'.

Amlinellodd yr angen am 'hawl' i ddysgu proffesiynol. Gyda phwyslais ar lythrennedd a rhifedd a chymhwysedd digidol, mae angen mynd i'r afael â hyn er mwyn rhoi lle i bynciau eraill yn cynnwys AG.

Mae ar y darparwyr angen meini prawf cynllunio clir er mwyn sicrhau cysondeb.

Mae angen i LIC fod yn atebol a thryloyw ynglŷn â sut mae'r cyllid a ddyrennir yn cael ei wario. Mae LIC wedi ymrwymo buddsoddiad o £24 miliwn i ysgolion ar gyfer dysgu proffesiynol.

Bydd dull gweithredu cenedlaethol o ddysgu proffesiynol gyda'r disgybl wrth galon y model. Mae'n rhaid iddo gael effaith ar ddysgu'r disgyblion neu nid yw'n addas fel arall. Mae angen iddo gysylltu â Phedwar Diben y cwricwlwm newydd.

Tynnodd KP sylw at bwyntiau allweddol o'i gyflwyniad a fydd yn cael eu rhoi ar gael i CCYSAGauC:

Mae pob dysgwr proffesiynol yn wahanol ac mae ganddynt anghenion gwahanol. Felly, mae angen i'r dysgu proffesiynol fod yn unigoledig. Mae angen cydnabod ardaloedd gwahanol, ysgolion lleol, cyd-destunau cenedlaethol.

Mae angen i ni sylweddoli sut mae addysgeg dda yn edrych i'r model dysgu proffesiynol.

Mae achredu a chydabod dysgu proffesiynol yn cael ei ddatblygu.

Diweddarwyd Safonau Athro ac Arweinyddiaeth proffesiynol.

Rhwydweithiau – dull seiliedig ar ymchwil – yn dangos fod ymarferwyr yn gweithio orau pan maen nhw'n gweithio ar draws ysgolion i gefnogi dysgu proffesiynol ei gilydd.

Taith ddysgu broffesiynol yr unigolyn - mae angen i athrawon feddwl ymlaen am sut bydd eu pwnc yn datblygu yn y dyfodol.

Mae Ysgolion Arloesi Dysgu Proffesiynol (bron i 100) yn gwerthuso goblygiadau datblygiadau yn y cwricwlwm newydd ar ddysgu proffesiynol.

Holodd PW sut bydd hyn yn cael ei sicrhau o ran ansawdd. Dywedodd KP mai rôl Estyn yw hyn. Bydd y consortia yn sicrhau ansawdd gwaith ei gilydd hefyd.

Mynegwyd pryder am gyrff masnachol yn 'disgwyl eu tro' i ddatblygu deunyddiau i gefnogi'r cwricwlwm newydd. Y neges gan Lywodraeth Cymru fydd bod prynu cynllun gwaith neu gwricwlwm parod yn cael ei ystyried yn arfer gwael ac yn annerbyniol.

Holodd EW am gapasiti'r staff addysgu a'r adnoddau sydd ar gael i gefnogi'r meddylfryd hwn.

Dywedodd KP fod £24 miliwn yn mynd i ysgolion dros y 18 mis nesaf = £800 yr athro - os defnyddir yr arian hwn yn gydweithredol, h.y. ei grynhoi er mwyn cael y budd mwyaf ohono i gynhyrchu deunyddiau newydd a manteisio ar gyfleoedd HMS - yna bydd yn effeithiol.

Awgrymodd BP fod cyllid yn cael ei gymryd o un maes i gefnogi maes arall.

Holodd PW sut mae LIC yn bwriadu darparu hyfforddiant pan mae arbenigedd arbenigwyr AG wedi ei leihau yn ddiweddar. Cynigiodd KP drafod y pryder hwn ymhellach gyda CCYSAGauC a'r angen i fynd i'r afael ag ef a rhoi cefnogaeth ariannol.

Gweithredu: PW i drafod ymhellach gyda KP y broblem fod arbenigedd AG yn crebachu.

Manon Jones – Ymgysylltu â ChYSAGau

Bu'n rhaid i Manon ymddiheuro oherwydd salwch.

Rhoddodd PW ddiweddariad yn ei lle. Adroddodd PW fod yr ymatebion gan GYSAGau wedi dangos cefnogaeth i'r syniad am 'Fframwaith Cefnogol i AG' a fydd yn cael ei ariannu gan Lywodraeth Cymru. Gallai'r Fframwaith Cefnogol hwn gael ei addasu neu ei fabwysiadu gan GYSAGau i fod yn Faes Llafur Cytûn i AG.

Edrychodd yr aelodau ar gyflwyniad gan yr Athro Donaldson y gellir ei wyllo yma:

<https://www.youtube.com/watch?v=oQ-rX4besgw&feature=youtu.be>

Yn dilyn cyfres o gyfarfodydd rhwng LIC a ChYSAGau ym mhob Consortiwm, dywedodd PW y dylai CYSAGau ymateb fel pwyllgor yn hytrach nag fel aelodau unigol.

Ym mis Ionawr 2020 bydd y ddogfen ymgynghori derfynol yn cael ei chyhoeddi cyn i'r ymgynghoriad ddod i ben ym Mehefin/Gorffennaf 2020.

Mynegwyd pryder am lwyth gwaith athrawon a sut bydd ganddynt amser nid yn unig i barhau i ddysgu ond hefyd i ymgysylltu â'r cwricwlwm newydd ynghyd â rhoi eu meddwl ar sut bydd pynciau yn newid a datblygu yn y dyfodol.

Nododd MM ein bod newydd gael newid anferth gyda'r TGAU ac mae disgwyl i athrawon ysgwyddo mwy o newidiadau sylweddol yn her enfawr.

Ategodd TT y galwadau afrealistig sydd ar athrawon a dywedodd na fydd yr £800 i bob athro y soniodd KP amdano ynghynt yn mynd yn bell o ran cefnogaeth broffesiynol. Pwysleisiodd un Pennaeth yr angen i ystyried lles athrawon a dywedodd fod hyn yn hollbwysig ac na ddylid ei anwybyddu. Dywedodd na fu amser gwaeth o ran diffyg cyllid i ysgolion.

7. Cefnogaeth AG Broffesiynol i GYSAGau / Awdurdodau Lleol

Adroddodd EE fod CCYSAGauC wedi ysgrifennu at bob ALI yng Nghymru yn gofyn am fanylion pa lefel o gefnogaeth a roddir i'r CYSAG o ran cymorth AG proffesiynol, gweinyddiaeth (clerc) a swyddog addysg. Nodwyd fod pymtheg ALI wedi ymateb gyda manylion. Fodd bynnag, ers yr adroddiad hwn mae'r sefyllfa wedi newid mewn sawl awdurdod.

Mae Mary Parry wedi ymddeol felly nid yw mwyach yn dal y swydd yn Sir Gaerfyrddin nac yn cefnogi CYSAG Sir Benfro chwaith. Nid oes gan Gonsortium Canolbarth y De gefnogaeth AG arbenigol bellach i helpu'r pum CYSAG, ond mae ganddynt Maggie Turford, sydd yn addysgwraig brofiadol.

Adroddodd LJ fod PYCAG hefyd wedi mynd i weld y Cyfarwyddwr Addysg hynny nad oes ganddynt gynghorydd proffesiynol penodol i CYSAG i gadarnhau pwy sy'n rhoi'r gefnogaeth honno.

Mae'r sefyllfa bresennol o ran cefnogaeth broffesiynol i GYSAGau fel a ganlyn:

Ynys Môn - Helen Bev, Pennaeth AG yn Ysgol David Hughes. Nodwyd ei bod yn faich mawr ar athrawon llawn amser i gefnogi CYSAG oni eu bod yn cael amser digonol i gael eu rhyddhau o'u dyletswyddau ysgol i ymgymryd â gwaith CYSAG.

Sir Gaerfyrddin – Mae Marian Morgan yn llanw er nad hi sydd wedi dod yn lle Mary Parry
Ceredigion - Alwyn Roberts

Conwy – dim ymateb

Gwynedd – dim ymateb

Sir y Fflint – dim ymateb

Sir Ddinbych – ymateb dros dro

Sir Benfro – Amanda Lawrence Pennaeth Ysgol Gynradd

Powys – Sian Fielding, Cynghorydd Herio

Castell Nedd Port Talbot – Nid oes gan Rachel Samuel, Pennaeth AG, unrhyw amser penodedig heblaw ar gyfer mynychu cyfarfodydd.

Abertawe - Jennifer Richards – wedi cael 15 diwrnod i gefnogi'r CYSAG.

Bro Morgannwg, Rhondda Cynon Taf, Pen-y-bont ar Ogwr, Caerdydd, Merthyr Tudful
(Consortiwm Canolbarth y De) – newydd benodi Maggie Turford sydd dim yn arbenigwr ond yn addysgwraig brofiadol.

Torfaen, Casnewydd, Blaenau; Gwent, Caerffili, Sir Fynwy – mae EAS wedi penodi Paula Webber sy'n arbenigwr AG i weithio'n llawn amser.

Wrecsam - Ymgynghorydd AG penodedig (4 diwrnod) yn cael ei ddarparu gan Sefydliad Addysgol Plwyfol Wrecsam.

Nododd RT fod Cadeirydd Ynys Môn wedi ysgrifennu at Brif Weithredwr y Consortia am eu pryder fod yr arbenigwyr AG, Bethan James a Phil Lord, wedi cael eu tynnu o ddarparu cefnogaeth i'r CYSAG gan y consortia ond ni chafwyd ymateb. Adroddodd mai ymateb Kirsty Williams yw bod hwn yn fater i'r ALI ac nid i LIC.

Dywedodd DT, er bod gan Consortiwm Canolbarth y De Arbenigwr AG ar ei staff, nid yw hi wedi cael ei ddefnyddio i gefnogi'r CYSAGau ond yn hytrach mae rhywun nad yw'n arbenigwr wedi cael ei phenodi i wneud y gwaith CYSAG.

Awgrymodd LJ fod CCYSAGauC yn ysgrifennu at y consortia perthnasol i ofyn pam nad ydynt yn darparu cefnogaeth AG arbenigol i GYSAG eu Hawdurdodau Lleol. Gellid ysgrifennu llythyr at y consortia hefyd i ofyn pam nad ydynt yn sicrhau fod ganddynt gefnogaeth arbenigol AG i'r CYSAGau, ond nodwyd ei bod yn bosibl nad yw hyn yn rhan o'r cytundeb rhwng yr ALLau a'r Consortia ac nad yw'r ALLau o bosibl yn talu i'r Consortia wneud hynny.

Ategodd HW eto yr angen am gefnogaeth arbenigol AG a nododd fod CYSAG yn dibynnu ar arbenigedd rhywun ym maes AG i ddelio â materion penodol, nid lleiaf cynghori ar y Maes Llafur Cytûn ac ysgrifennu'r Adroddiad Blynyddol.

Gweithredu:

- a) CCYSAGauC i ysgrifennu at y Gweinidog am y mater hwn.
- b) Mynd â'r pwnc hwn i'w drafod yn y cyfarfod nesaf gyda LIC yn y gwanwyn.
- c) Ysgrifennu at y consortia nad ydynt yn darparu cefnogaeth AG arbenigol i'w ALLau.
- d) Ysgrifennu at yr ALLau nad oes ganddynt gefnogaeth AG arbenigol i'r CYSAGau.

8. Aelodaeth Pwyllgor Gwaith CCYSAGauC

Cyhoeddodd EE fod Mary Parry wedi ymddeol o'i swydd gyda Sir Gaerfyrddin ac felly nad yw hi mwyach yn aelod o Bwyllgor Gwaith CCYSAGauC. Gwahoddir CYSAG Sir Gaerfyrddin i enwebu rhywun yn ei lle tan 2019.

Gan nad yw Gill Vaisey yn gysylltiedig â ChYSAG mwyach, nodwyd nad yw hi'n gymwys i barhau fel Is Gadeirydd ac felly ni all ddod yn Gadeirydd CCYSAGauC yn y Cyfarfod Blynyddol Cyffredinol nesaf. Eglurodd GV fod Consortiwm Canolbarth y De, wedi dod â'i swydd fel ymgynghorydd i GYSAG Caerdydd i ben, a hynny yn sydyn heb unrhyw gyfathrebu nag ymgynghori gyda hi ymlaen llaw.

Er mwyn rheoli'r sefyllfa annisgwyl hon, roedd y Pwyllgor Gwaith wedi awgrymu fod y Cadeirydd parhaol yn parhau am flwyddyn ychwanegol tra bod Is Gadeirydd newydd o haf 2019 yn setlo yn y swydd.

Nodwyd fod LJ wedi cynnig gweithredu fel Is Gadeirydd tan 2019 ond y byddai'n ormod o waith iddi mewn gwirionedd, pe bai gofyn iddi gadeirio cyfarfod CCYSAGauC yn ogystal â chyfarfod PYCAG y diwrnod cynt.

Awgrymodd DT nad yw hi'n deg i un person ysgwyddo mwy o gyfrifoldeb.

Awgrymodd RT fod yr aelodau'n derbyn cynnig y Pwyllgor Gwaith. Pe bai angen byddai ef yn cynnig cadeirio cyfarfod CCYSAGauC pe na fyddai'r Cadeirydd ar gael. Awgrymodd TT fod angen denu mwy o bobl i rannu'r swyddi pwysig yma.

Cynigiodd AL drafod â'r Pwyllgor Gwaith y posibilrwydd ei bod hi'n cymryd swydd yr Is Gadeirydd.

Pwysleisiwyd yr angen i sicrhau fod y Pwyllgor Gwaith yn gyflawn gydag unigolion sy'n gallu bod yn aelodau gweithgar a gwneud gwaith y pwyllgor yn effeithiol.

Cytunwyd y bydd GV yn parhau fel cynrychiolydd yr REC a hefyd fel cynrychiolydd EftRE i CCYSAGauC.

Bydd PW yn dod yn drydydd cynrychiolydd REC ochr yn ochr â Tania ap Sion sydd hefyd yn gynrychiolydd ar hyn o bryd.

9. Addoli ar y Cyd

Nodwyd fod y ddogfen a baratowyd gan EE ar Addoli ar y Cyd wedi cael ei hanfon i GYSAGau. Cytunwyd i argymhell i GYSAGau eu bod yn ystyried y papur hwn yn eu cyfarfod nesaf.

Gweithredu: Argymhell i GYSAGau eu bod yn rhoi'r papur ar Addoli ar y Cyd ar eu hagenda gyda golwg ar ei ddosbarthu i bob ysgol yn eu hawdurdod lleol.

10. Diweddariadau:

1. Andrew Pearce - Adborth CBAC a Lefel A o ganlyniadau 2018.

Rhoddodd AP drosolwg ar sut mae'r TGAU newydd yn datblygu. Amlinellodd y canfyddiadau hyd yma o'r canlyniadau a'r papurau a dderbyniwyd. Ni wnaeth nifer o ysgolion roi cynnig ar y fanyleb TGAU eleni.

Mae'r cyflwyniad *power point* ar gael i ganolfannau ac fe'i rhoddir ar gael i aelodau CCYSAGauC hefyd.

Nodwyd ei bod yn arferol i Ysgolion Catholig neilltuo mwy o amser cwricwlwm i Astudiaethau Crefyddol i ymdrin â manyleb TGAU ac efallai fod hyn yn esbonio'r canlyniadau cadarnhaol amlwg mewn Ysgolion Catholig.

Trafododd AP y canlyniadau Lefel A hefyd gan nodi fod graddau wedi gwella 2% eleni o'i gymharu â'r blynyddoedd blaenorol. Roedd y nifer yn cynnig wedi cynyddu eleni yng Nghymru ond yn Lloegr gwelwyd gostyngiad sylweddol.

Y papur mwyaf poblogaidd yw'r un ar Fwdhaeth. Cafwyd canlyniadau ardderchog yn y papur gorfodol ar Grefydd a Moeseg. Nid yw'n ymddangos fod y diffyg gwerslyfrau wedi amharu ar y canlyniadau. Ond yn y fan yma dywedodd athro fod y diffyg hwn wedi effeithio ar les athrawon gan eu bod wedi gorfod gwneud i fyny am y diffyg llyfrau. Dywedodd AP y bydd llyfrau ar gael yn y dyfodol.

Mae 'Share Space' ar gael fel adnodd i athrawon. Mae gan *RE Online* fideos defnyddiol sy'n dangos gwerth Addysg Grefyddol fel pwnc.

Daeth AP i ben drwy longyfarch yr ysgolion ar eu canlyniadau ardderchog.

Nododd RT fod CYSAG Ynys Môn wedi cwyno fod y papur arholiad AG Cymraeg anghywir wedi'i roi i'r ymgeiswyr. Dywedodd AP fod y sefyllfa wedi cael ei datrys yn effeithiol iawn ac na fu'r disgyblion o dan anfantais ac na chafwyd graddau is o ganlyniad i'r sefyllfa.

Gwahoddodd PW Andrew Pearce i gyfarfodydd yn y dyfodol gan ddweud y byddai hyn yn fanteisiol i CCYSAGauC ac i CBAC fel ei gilydd.

2. Rudi Lockhart Y Comisiwn ar AG – cyhoeddwyd y ddogfen derfynol ar 9 Medi 2018

Amlinellodd RL yr adroddiad a'r hyn y mae'r Cyngor Addysg Grefyddol yn ei wneud yn ei sgil.

Tynnodd sylw at dair elfen.

1. Gweledigaeth newydd i'r pwnc

Mae'r adroddiad yn cynnig teitl newydd i'r pwnc - Crefydd a Golwg ar y Byd. Dywedodd nad yw hyn yn golygu ychwanegu 'golwg ar y byd' at y cwricwlwm.

Mae golwg ar y byd yn cyfeirio at natur y pwnc – sef wrth archwilio crefydd, bydd modd trafod sut mae pobl yn gweld y byd. Y bwriad yw cwmpasu popeth sy'n dda mewn addysg grefyddol tra'n cydnabod amrywiaeth a pheidio â bod wedi'ch cyfyngu gan ffiniau.

Mae tudalennau 12 a 13 yn trafod yr hawl cenedlaethol a thudalennau allweddol yr adroddiad ond ceir syniad mwy cyflawn wrth ddarllen y ddogfen i gyd.

2. Y Strwythur Cyfreithiol

Mae'r REC am awgrymu enwau pobl a allai ysgrifennu rhaglen astudiaeth genedlaethol anstatudol gyda golwg ar ei gwneud yn statudol yn y dyfodol.

Wedi i'r rhaglen astudiaeth ddod yn statudol byddai angen galw Cynhadledd Maes Llafur Cytûn. Byddai ysgolion yn gallu dewis p'un ai i ddilyn y maes llafur cenedlaethol neu Faes Llafur Cytûn y cytunwyd arno'n lleol.

Gellir ail-frandio CYSAGau a'i galw'n Rhwydweithiau Cynghorol Lleol

Awgrymwyd nad yw'n ymarferol cael gwared ar yr hawl i dynnu plant yn ôl o AG.

3. Cynllun ariannu cenedlaethol

Mae'r adroddiad yn cynnig nifer cynyddol o oriau ar gyfer AG mewn hyfforddiant athrawon i 12 awr – er cydnabyddir nad yw hyn yn ddigon.

Rhannwyd y sylwadau cyffredinol canlynol.

Gwelwyd ymatebion cadarnhaol iawn i'r adroddiad gan y rhan fwyaf o sefydliadau. Cafwyd nifer fechan o ymatebion beirniadol gan dri chorff yn bennaf – y Bwrdd Dirprwyon Iddewon, NASACRE a'r Gwasanaeth Addysg Gatholig.

Mae'r REC wedi bod yn lloio Aelodau Seneddol yn San Steffan ac mae pawb yn cael eu hannog i ysgrifennu at eu AS drwy lythyr templed sydd ar gael gan yr REC.

Mae angen codi ymwybyddiaeth am yr adroddiad o fewn y cymunedau AG mewn CYSAGau a rhwydweithiau athrawon.

Awgrymodd LJ y bydd PYCAG yn rhoi papur at ei gilydd i ystyried beth y gall gymryd o'r adroddiad a rhannu'r rhain gyda Phwyllgor Gwaith CCYSAGauC.

Dywedodd RL fod y newid enw wedi cael cryn sylw gan y cyfryngau ond nad enw'r pwnc sy'n bwysig mewn gwirionedd ond y cyd-destun.

Cau'r cyfarfod

Oherwydd cyfyngiadau ar symud o amgylch yr ysgol daeth y cyfarfod i ben am 3.48 p.m.

11. Gwefan CCYSAGauC

Nis trafodwyd.

12. Adroddiad Cyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 3 Hydref 2018

Nis trafodwyd.

13. Gohebiaeth

Nis trafodwyd.

14. Unrhyw Fater Arall

Nis trafodwyd.

15. Dyddiad y cyfarfod nesaf:

Gwanwyn 2019 – Caerdydd 26 Mawrth

Haf 2019 – Conwy (dyddiad i'w gadarnhau)

Diolchodd EE i bawb a oedd wedi cefnogi'r cyfarfod:

Y Pennaeth Fiona Gravell, Marged Williams, Pennaeth AG, a staff a disgyblion Ysgol Llanilltud Fawr

Jeremy Morgan, Clerc CYSAG Bro Morgannwg

Cynghorydd Bob Penrose, Aelod Cabinet Dysgu a Diwylliant Bro Morgannwg

Cynghorydd Eddie Williams, Cadeirydd CYSAG Bro Morgannwg

Maggie Turford, Ymgynghorydd i GYSAG Bro Morgannwg

Steffan William, Cyfieithydd

Kevin Palmer, Andrew Pearce a Rudi Lockhart am y cyflwyniadau.

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT)</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KD)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Maggie Turford (MT)</p> <p>Caerffili/ Caerphilly John Taylor (JT) Enfys Hawthorn (EH) Paula Webber (PW)</p> <p>Caerdydd / Cardiff Maggie Turford (MT)</p> <p>Sir Gaerfyrddin / Carmarthenshire Helen Gibbon (HG)</p> <p>Ceredigion</p> <p>Conwy</p> <p>Sir Ddinbych / Denbighshire</p>	<p>Sir y Fflint / Flintshire</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Maggie Turford (MT) Ernie Goldsworthy (EG) Mark Prevett (MkP)</p> <p>Sir Fynwy / Monmouthshire Sir Tudor Thomas (TT) Paula Webber (PW)</p> <p>Castell-nedd Port Talbot /Neath and Port Talbot Hugh James (HJ)</p> <p>Casnewydd / Newport Ilona Dziedzic (ID) Paula Webber (PW)</p> <p>Sir Benfro / Pembrokeshire Amanda Lawrence (AL)</p> <p>Powys John Mitson (JM)</p> <p>Rhondda Cynon Taf Maggie Turford (MT) Mathew Maidment (MM)</p>	<p>Abertawe / Swansea Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Dafydd Trehearn (DT) Eddie Williams (EW) Rob Crowley (RC) Maggie Turford (MT)</p> <p>Wrecsam / Wrexham Libby Jones (LJ)</p> <p>Sylwedyddion / Observers Rudolf Elliot Lockhart, REC Tudor Thomas, MAGC Marged Williams, Llantwit School</p> <p>Cyflwynwyr/Presenters Kevin Plamer, WG Andrew Pearce, WJEC</p> <p>Minutes Gill Vaisey (GV)</p>
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Minutes of the meeting

1. Introduction and welcome

Prior to the meeting members enjoyed musical items from pupils of the school.

Councillor Bob Penrose Cabinet Member Learning and Culture for Vale of Glamorgan welcomed members to the Local Authority and in particular to Llantwit Major School. He gave thanks to the Headteacher Fiona Gravell for hosting both the NAPfRE meeting the previous day and the WASACRE meetings in this remodelled school.

Also, thanks were extended to Marged Williams Head of RE at the school for supporting the organisation of the day.

Cllr Penrose spoke of the challenging times of the new curriculum. He noted that RE's position needs to be made prominent as RE is a fundamental part of the curriculum and has enormous value. He referred to the need for SACREs to benefit from commitment, enthusiasm and skills and knowledge from all groups on the committee.

EE thanked Cllr Penrose for his warm welcome and reflections.

2. Quiet reflection

EE shared a tale of the Cariboo people that reiterates the need for peace across the world. Individuals can be collectively powerful if working together.

3. Apologies

Apologies were received from Rachel Samuel, Cllr Lyndon Lloyd, Janet Jones, Tania ap Sion, Dylan Rhys, Manon Jones.

4. Minutes of meeting held in Llangefni, 6th July, 2018

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

5. Matters arising

Item 5. It was confirmed that since Carmarthen SACRE raised the issue of the necessity for bilingualism in all communication, everything sent out since the last meeting has been bilingual.

LJ to approach Lynda Maddock regarding a representative from WJEC. LJ has spoken to both Lynda Maddock and Andrew Pearce who have said they will do their best to attend both NAPfRE and WASACRE meetings. The importance of the need for WJEC representatives to attend NAPfRE and WASACRE to assist the very important communication process and for them to be fully aware of developments with the new curriculum was emphasised.

Item 6. Linda Rudge and REQM. PW reported that she had followed up on this. LTLRE funding has been withdrawn and been reallocated to a new project being undertaken by RE Today Services on behalf of Culham St Gabriels.

Four SACREs out of five that PW works with are keen to promote the REQM in their authorities. LJ reported that in Wrexham three schools per cycle could be funded to apply for the REQM award.

Item 7. Estyn Thematic Review. It was reported that NAPfRE will be responding to this report. LJ asked if WASACRE will be doing the same.

RT suggested that WASACRE does reply but as we rely on NAPfRE members for professional support in these areas, WASACRE could consider their report and adapt it to formulate a WASACRE response.

Action: Agreed for WASACRE to consider NAPfRE's response to Estyn and create their own response.

Item 9. The Secretarial Role has now been divided as hoped and all the individual roles have been covered amongst the Exec Committee.

Item 10. The conference proposed for 2019 is to be postponed due to a number of reasons until Autumn 2019. The Catholic Education Service and Church in Wales will have a supporting Framework for their schools, therefore there will be three Supporting Frameworks in place in Wales. We will need two training sessions – one in Autumn 2019 followed by a launch of the Supporting Framework when available. We need to consider who would fund the conferences – first one to be funded by WASACRE but it would seem appropriate that the launch should be funded by WG.

Item 13. A WASACRE email address is in the process of being set up.

David Hampshire has extended an invitation to the Interfaith Network meetings.

The WASACRE logo has been updated on the Interfaith Network website.

RT suggested that WASACRE might enquire about whether WASACRE could have a place on the Network.

6. NAPfRE Presentation:

Kevin Palmer, Welsh Government.

AoLE Specific Professional Learning in the New Curriculum

Kevin outlined that his presentation would cover professional learning and not the curriculum at present. He would like another opportunity to return to WASACRE and offer a future presentation more specifically on RE in the new curriculum.

KP gave a definition of 'professional learning'.

He outlined the need to an 'entitlement' to professional learning and recognises that with an emphasis on literacy and numeracy and digital competence this needs to be addressed in order to accommodate other subjects including RE.

Providers need clearly stated design criteria to ensure consistency.

WG needs to be answerable and transparent about how the allocated funding is spent. WG have committed to £24 million investment into schools for professional learning.

There will be a national approach to professional learning with the pupil at the heart of the model. It has to make an impact on the pupils' learning otherwise it is not appropriate. Needs to link to the Four Purposes of the new curriculum.

KP highlighted key points from his PPT presentation which will be made available to WASACRE:

All professional learners are different and have different needs. Therefore, the professional learning needs to be highly individualised. Need to recognise different regions, local schools, national contexts.

We need to recognise what good pedagogy looks like for the professional learning model.

Accreditation and recognition of professional learning is being developed.

Professional Teacher and Leadership Standards have been updated.

Networks – research-based approach – shows that practitioners work best when they work across schools to support each other's professional learning.

Individual Professional learning journey – teachers need to be forward thinking about how their subject will develop in future years.

Professional Learning Pioneer Schools (almost 100) are evaluating the professional learning implications of developments in the new curriculum.

PW questioned how this will be quality assured. KP stated that this is Estyn's role. Consortia will also quality assure each other's work.

Concern was raised about commercial organisations 'waiting in the wings' to develop curriculum support material for the new curriculum. The message from Welsh Government will be that buying in a scheme of work or a ready-made curriculum will be deemed to be bad practice and not acceptable.

EW questioned the capacity of teaching staff and the resources available to support this thinking.

KP advised that £24 million is to go into schools over the next 18 months = £800 per teacher – if this money is used collaboratively i.e. pooled to maximise its effect in producing new materials and making use of INSET opportunities then it will be effective.

BP suggested that the funding is being taken from one area to support another area.

PW asked how WG plan to provide training when the expertise of RE specialists has been so diminished recently. KP offered to discuss further with WASACRE this area of concern and the need for this to be addressed and supported financially.

Action: PW to further discuss with KP the issue of diminished RE expertise.

Manon Jones – Engagement with SACREs

Manon had to give her apologies due to illness.

PW gave an update in her place. PW reported that responses from SACREs have indicated support for the idea of a 'Supporting Framework for RE' which will be funded by Welsh Government. This Supporting Framework could be adapted or adopted by SACREs to become their local Agreed Syllabus for RE.

Members viewed a presentation from Professor Donaldson which can be seen here:

<https://www.youtube.com/watch?v=oQ-rX4besgw&feature=youtu.be>

Following the series of meetings between WG and SACREs within each Consortia, PW advised that SACREs should respond as a committee rather than as individual members.

In January 2020 the final consultation document will be issued before the consultation ends in June/July 2020.

Concern was raised about the workload of teachers and how they could have time to not only continue teaching but also become familiar with the new curriculum and also be expected to be forward looking about how subjects will change and develop.

MM noted that we have just had a massive change with the GCSE and to expect teachers to take on more significant changes is a huge challenge.

TT reiterated the unrealistic demands on teachers and also that the £800 per teacher noted by KP earlier will not stretch far in terms of professional support. A Headteacher also stressed the need to consider teacher well-being and that this is crucial and should not be overlooked. She noted that there has never been such a time of shortage of funding for schools.

7. Professional RE Support for SACREs / LAs

EE reported that WASACRE had written to every LA in Wales asking for details of what level of support is provided to the SACRE in terms of professional RE support, administration (clerk) and education officer. It was noted that fifteen LAs responded with details. However, since this report the situation has changed in several authorities.

Mary Parry retired and is no longer in post in Carmarthenshire and no longer supports Pembrokeshire SACRE either. Central South Consortium now has no RE specialist support to cover the five SACREs, but does have Maggie Turford, who is an experienced educationalist.

LJ reported that NAPfRE has also approached the Directors of Education who do not have a designated professional adviser to SACRE to confirm who is providing that support.

The current situation for professional support for SACREs is:

Anglesey – Helen Bev, Head of RE at Ysgol David Hughes. It was noted that it is an unrealistic burden on practising full-time teachers to support a SACRE unless they are given adequate time to be released from their school duties to carry out the SACRE work.

Carmarthenshire - Marian Morgan is covering although is not the replacement for Mary Parry
Ceredigion - Alwyn Roberts
Conwy - no response
Gwynedd - no response
Flintshire - no response
Denbighshire – holding response
Pembrokeshire – Amanda Lawrence Primary School Headteacher
Powys – Sian Fielding, Challenge Adviser
Neath Port Talbot – Rachel Samuel, Head of RE has no additional time allocated other than to attend meetings.
Swansea - Jennifer Richards – allocated 15 days to support the SACRE.
Vale of Glamorgan, Rhondda Cynon Taf, Bridgend, Cardiff, Merthyr Tydfil (Central South Consortium) - newly appointed Maggie Turford who is not a specialist but an experienced educationalist.
Torfaen, Newport, Blaenau Gwent, Caerphilly, Monmouthshire - EAS has appointed Paula Webber who is a RE specialist as a full time employee.
Wrexham – Dedicated RE advisor (4 days) provided by the Wrexham Parochial Educational Foundation.

RT noted that the Chair of Anglesey wrote to the Chief Exec of the Consortia regarding their concern that RE experts Bethan James and Phil Lord have been removed from providing support to SACRE by the consortia but no response has been received. He reported that Kirsty Williams' response is that this is an LA issue not a WG issue.

DT noted that even though the Central South Consortium has in fact an RE Specialist within its staff, she has not been utilised to cover the SACREs but instead a non-specialist has been newly recruited to cover the SACRE work.

LJ suggested that WASACRE writes to the relevant Consortia to ask why they are not providing specialist RE support to their LA SACREs. A letter could also be written to consortia to ask why they are not ensuring that they have RE specialist support for the SACREs, but noted that it is possible that this is not part of the agreement between the LAs and the Consortia and that LAs may not be paying for the Consortia to do so.

HW again reiterated the need for RE specialist support and noted that SACRE is reliant on the expertise of someone in the field of RE to deal with specific issues and not least in advising on the Agreed Syllabus and writing the Annual Report.

Action:

- a) WASACRE to write to the Minister regarding this issue.
- b) Take this as an item for discussion to the next meeting with WG in the spring.
- c) Write to the consortia who do not provide specialist RE support to their LAs.
- d) Write to LAs who do not have RE specialist support to SACREs.

8. Membership of WASACRE Executive

EE announced that Mary Parry has retired from her post with Carmarthenshire and so therefore is no longer a WASACRE Executive member. Carmarthenshire SACRE will be invited to nominate a replacement until 2019.

It was noted that as Gill Vaisey is no longer associated with a SACRE she is not eligible to continue as Vice Chair and therefore cannot become Chair of WASACRE at the next AGM. GV explained that Central South Consortium had suddenly, without any prior communication or consultation with herself, terminated her role as consultant to Cardiff SACRE.

In order to manage this unexpected situation, the Executive has suggested that the current Chair covers an additional year whilst a newly appointed Vice Chair from summer 2019 settles into the role.

It was noted that LJ has offered to act as Vice Chair until 2019 but this will be too onerous for her to actually take on in practice should she be asked to Chair a WASACRE meeting as well as a NAPfRE meeting the previous day.

DT suggested that it is not fair that one person takes on more responsibility.

RT suggested that members accept the proposal of the Executive Committee and that if required he would offer to chair a WASACRE meeting should the Chairperson not be available. TT suggested that it is necessary to attract more people to share these key roles.

AL offered to discuss with the Exec the possibility of her taking the acting Vice Chair role.

It was reiterated the need to ensure that the Exec committee is fully complete with persons who are able to be active members and effectively carry out the work of the committee.

It was agreed that GV will continue as REC representative and also as EFtRE representative for WASACRE.

PW will also become a third REC representative alongside Tania ap Sion who is currently also a representative.

9. Collective Worship

It was noted that the document prepared by EE on Collective Worship has been sent to SACREs. It was agreed to recommend to SACREs that they consider this paper at their next meeting.

Action: Recommend to SACREs that they agenda the paper on Collective Worship with a view to it being distributed to all schools in their local authority.

10. Up-dates:

1. Andrew Pearce – WJEC and A Level Feedback from 2018 results.

AP gave an overview of how the new GCSE is unfolding. He outlined the findings so far from the results and papers received. Many schools did not enter the GCSE specification this year.

The power point is available to secure centres and will be made available to WASACRE members.

It was noted that it is usual for Catholic Schools to allocate more curriculum time to RS to cover the GCSE specification and this may explain the evident positive results in Catholic Schools.

AP also talked through the A Level results noting that grades had improved this year by 2% increase compared with previous years. The number of entries had also increased this year in Wales whereas in England it has significantly declined.

The greatest uptake is that of the Buddhism paper. The Religion and Ethics compulsory paper achieved excellent results. The lack of available text books does not seem to have been detrimental on the results. A teacher pointed out at this stage that this has however impacted on the well-being of teachers who have had to compensate for the lack of books. AP advised that books will be available for the future.

'Share Space' is available as a resource for teachers. RE Online has useful videos showing the value of Religious Education as a subject.

AP concluded with congratulations to schools that have achieved such good results.

RT noted that Anglesey SACRE had complained that the wrong Welsh language RS examination paper had been given to candidates. AP noted that the situation was dealt with very effectively and that pupils were not disadvantaged and did not suffer any lesser grades as a result of the situation.

PW invited AP to future meetings and reiterated that this would be mutually beneficial to both WASACRE and WJEC.

2. Rudi Lockhart Commission on RE – the final document published 9th September 2018

RL gave an outline of the report and what the REC is doing about it.

He highlighted three areas.

1. New vision for the subject

The report proposes a new title for the subject - Religion and World Views. RL suggested this is not about the adding of 'world views' to the curriculum.

World views refers to the nature of the subject – that in exploring religion, world views around and within this will be explored. It intends to encompass all that is good in religious education whilst recognising diversity and not being limited by boundaries

Page 12 and 13 cover the national entitlement and the key pages of the report but the whole document gives a much more rounded reading.

2. Legal Structure

The REC is to suggest names of persons who could write a non-statutory national programme of study with a view to this becoming statutory in the future.

Once the programme of study becomes statutory there would be no need to convene an Agreed Syllabus Conference. There would be a choice for schools to choose whether to follow the national syllabus or a locally Agreed Syllabus.

SACREs could be re-branded to become Locally Advisory Networks

It is suggested that it is not feasible to remove the right of withdrawal from RE.

3. National plan for funding

The report proposes an increased number of hours for RE within teacher training to 12 hours – although it is recognised that this is still not enough.

The following general comment were shared.

There has been very positive responses to the report from most bodies. There has been a limited number of critical responses mainly from three bodies – Board of Deputies of Jews, NASACRE and the Catholic Education Service

REC has been lobbying MPs at Westminster and everyone is encouraged to write to MPs via a template letter which is available from the REC.

There is a need to raise awareness of the report within the RE communities within SACREs and teacher networks.

There is a need to refine some of the ideas to ensure that everyone is on board.

LJ suggested that NAPfRE will be putting together a paper to consider what it can take from the report and share these with the WASACRE Executive.

RL stated that the name change has caused a lot of media coverage but in fact the subject name is not crucial as it is the context that is most important and significant.

Closure of the meeting

Due to traffic movement restrictions at the school the meeting finished at 3.48 p.m.

11. WASACRE Website

Not covered.

12. Report for the Executive Committee Meeting held 3rd October 2018

Not covered.

13. Correspondence

Not covered.

14. A.O.B.

Not covered.

15. Date for next meeting:

Spring 2019 – Cardiff 26th March

Summer 2019 – Conwy (date tbc)

EE expressed thanks to all those who had supported the meeting:

Headteacher Fiona Gravell, Marged Williams, Head of RE, and staff and pupils of Llantwit Major School

Jeremy Morgan, Clerk to Vale of Glamorgan SACRE

Councillor Bob Penrose Cabinet Member Learning and Culture for Vale of Glamorgan

Councillor Eddie Williams, Chair of Vale of Glamorgan SACRE

Maggie Turford, Consultant to Vale of Glamorgan SACRE

Stephan William, Translator

Kevin Palmer, Andrew Pearce and Rudi Lockhart for the presentations.

Agenda Item 16

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 6TH MARCH 2019

SUBJECT: EXECUTIVE VOTING 2019 - NOMINATIONS TO THE WASACRE
EXECUTIVE COMMITTEE

A PURPOSE OF REPORT

To inform SACRE of the correspondence received from WASACRE in relation to nominations for new Members to the WASACRE Executive Committee.

B RECOMMENDATION

Members are asked to consider the attached information and discuss any nominations that they wish to make, in order for these to be forwarded to WASACRE by Friday 12th April 2019.

C SUPPORTING INFORMATION

Appendix 1 Information from the WASACRE Secretary - Nominations to the WASACRE Executive Committee 2019.



Ysgrifennydd/Secretary:
Paula Webber
EAS Offices, Tredomen Gateway
Tredomen Park, Ystrad Mynach,
Hengoed CF82 7EH
e-bost/e-mail:
WASACRE@sewaleseas.org.uk
ffôn/ tel: 07904 644728

13 Chwefror, 2019

Annwyl Glerc CYSAG,

Yn dilyn ein proses flynyddol arferol, rwy'n ysgrifennu atoch i wahodd CYSAGau i gynnig enwebiadau am aelodau newydd o Bwyllgor Gwaith CCYSAGau Cymru. Hoffwn i'ch CYSAG drafod unrhyw enwebiad y dymunant ei gynnig yng nghyfarfod CYSAG tymor y gwanwyn. Sylwer, os yw'ch CYSAG eisoes yn cael ei gynryholi ar y Pwyllgor Gwaith, ac eithrio'r Ysgrifennydd, yr Ysgrifennydd Cynorthwyol a'r Trysorydd, yn ôl Cyfansoddiad CCYSAGauC, ni fyddwch yn gallu enwebu rhywun o'ch CYSAG chi y tro hwn. Fodd bynnag, nid yw hyn yn eich rhwystro rhag enwebu unigolyn o GYSAG arall.

Fe sylwch o'r rhestr aelodau sydd ynghlwm, fod 4 lle ar gael, un ohonynt am swydd yr Is Gadeirydd a'r tri arall yn llefydd i Aelodau Gweithredol. Mae'n hanfodol fod CCYSAGauC yn cadw aelodaeth lawn ac amrywiol er mwyn parhau â'i gwaith da, yn cynnwys cymryd rhan allweddol yn natblygiad y cwricwlwm newydd. Felly gofynnwn i chi ystyried y cais hwn yn ofalus gan obeithio y derbyniwn enwebiadau. Dylech nodi fod y rheiny y mae eu tymor yn y swydd wedi dod i ben yn gymwys i gael eu hail-ethol pe byddent yn barod i gael eu henwebu eto.

Mae ffurflen ynghlwm y dylid ei llenwi a'i dychwelyd i mi yn y cyfeiriad ebost/post uchod erbyn **Dydd Gwener, 12 Ebrill 2019**. Byddaf yn anfon y rhestr enwebiadau atoch cyn dydd Gwener 17 Mai 2019, fel bod eich CYSAG yn gallu eu trafod yn eu cyfarfod yn nhymor yr haf mewn pryd i bleidleisio yng Nghyfarfod Blynyddol y Gymdeithas ym mis Gorffennaf.

Sylwer fod disgwyl i'r rhai a enwebir allu mynychu cyfarfodydd y Pwyllgor Gwaith yn rheolaidd (un bob tymor, cyn cyfarfod tymhorol CCYSAGauC) pe byddent yn llwyddiannus yn yr etholiad yn y Cyfarfod Blynyddol ym mis Gorffennaf.

Hoffem ddiolch i chi a'ch aelodau am eich cymorth yn y mater hwn.

Yn gywir,

Paula Webber
Ysgrifennydd CCYSAGauC

13 February, 2019

Dear Clerk to SACRE,

Following our normal annual process, I am writing to invite SACREs to make nominations for new members of the WASACRE Executive Committee. Please would your SACRE discuss any nomination that they wish to make at their spring term SACRE meeting. Please note that if your SACRE is already represented on the Executive committee, with the exception of Secretary, Assistant Secretary and Treasurer, according to the WASACRE Constitution you will not be able to nominate a person from your own SACRE at this time. However, this does not prevent you from nominating a person from another SACRE.

You will notice from the attached members list that there are 4 places available, one being the Vice Chair role and three being Executive Member places. It is vital for WASACRE to retain a full and varied membership in order to continue its good work, including being a stakeholder for the new curriculum going forward. As such we ask for your careful consideration of this request and hope that we receive some nominations. You should note that those whose terms of office have ended are eligible for re-election should they be prepared to be nominated again

Please find attached a proforma that should be completed and returned to me at the above email/postal address by **Friday 12 April 2019**. I will send to you the list of the nominations before Friday 17 May 2019, so that your SACRE is able to discuss them in their summer term meeting in time for the vote at the Association's AGM in July.

Please note there is an expectation that nominees will be available to attend executive meetings regularly (one each term, prior to the termly WASACRE meeting) should they be successful in the election at the AGM in July.

We would like to thank you and your members for your assistance in this matter.

Yours sincerely,



Paula Webber
Secretary to WASACRE

LIST OF EXECUTIVE MEMBERS 2018/2019

Chair- Edward Evans- Bridgend

Vice Chair- Gill Vaisey - Cardiff * *Vacancy*

(Representation withdrawn by Cardiff - Interim Acting Vice Chair - Alison Lewis - Swansea)

Immediate Past Chair- Phil Lord – Denbighshire

(Representation withdrawn by GwE)

Secretary- Paula Webber

Assistant Secretary- Libby Jones

Treasurer- John Mitson

Chair of NAPfRE – Libby Jones

1. Mathew Maidment- RCT (period of office- 2016- 2019)* *Vacancy*
2. Huw Stephens- Newport (period of office 2016- 2019)* *Vacancy*
3. Mary Parry- Carmarthenshire (period of office 2016- 2019)* *Vacancy*
4. Tania Ap Sion- Wrexham (period of office 2017- 2020)
5. Alison Lewis- Swansea (period of office 2017- 2020)
6. Kathy Riddick - Blaenau Gwent (period of office 2018- 2021)

*4 Places available (which includes the Vice Chair role) as at the 2019 AGM



**Enwebiadau ar gyfer Pwyllgor Gwaith CCYSAGC/
*Nominations to WASACRE Executive Committee***

2019

Enwebiad / Nomination	Enw / Name	ENW CYSAG / SACRE NAME
Is Gadeirydd /Vice Chair		
Pwyllgorgwaith/ Executive Committee		

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