

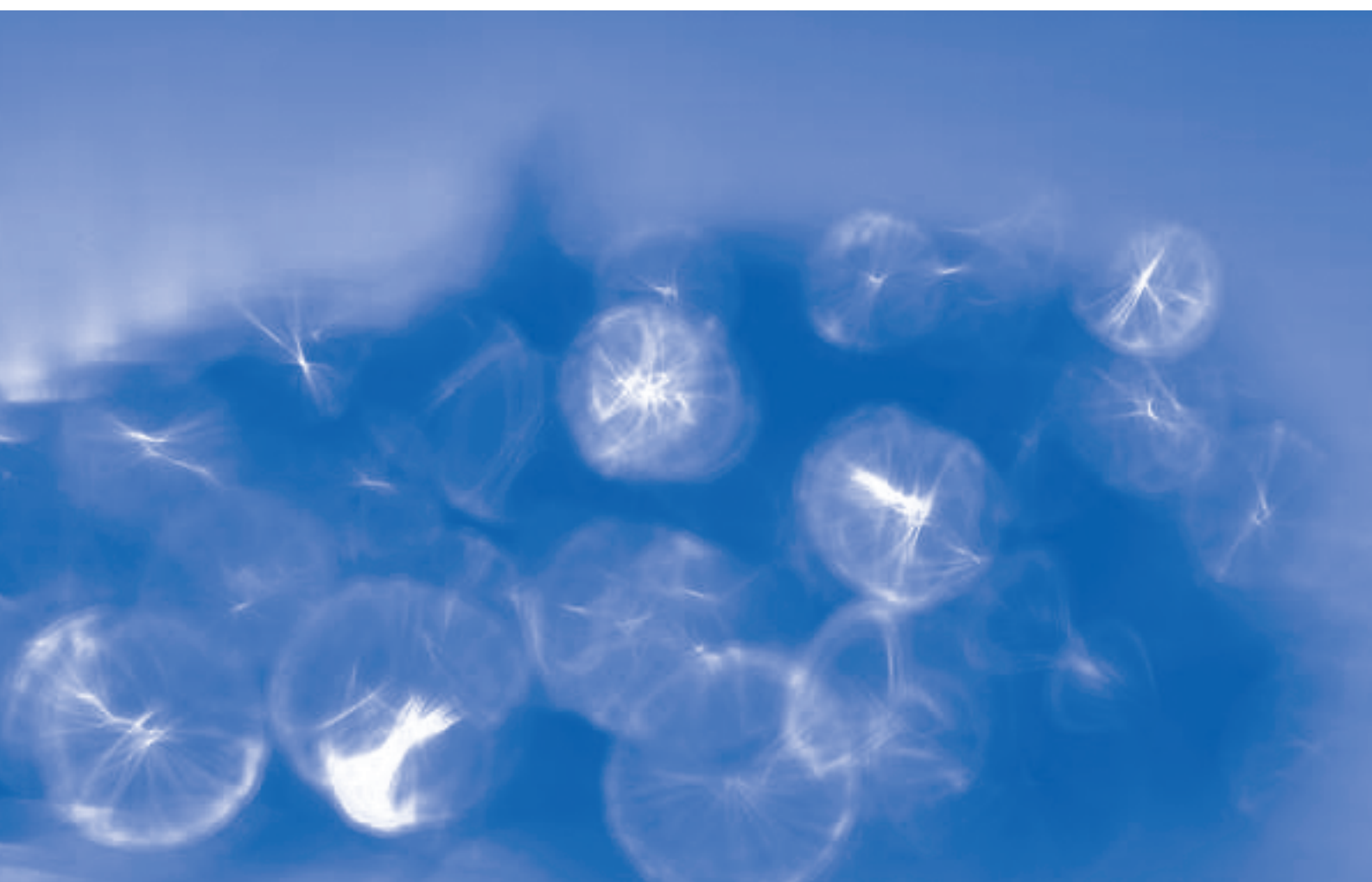


Llywodraeth Cymru
Welsh Government

Review of SACRE Reports

2004–05, 2005–06, 2006–07 and 2007–08

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Review of SACRE Reports

2004–05, 2005–06, 2006–07 and 2007–08

Audience SACREs; WASACRE; local authorities; church diocesan authorities; teachers' unions; training providers.

Overview This review provides a summary of the work of SACREs showing ways in which they support schools and endeavour to raise standards in religious education and collective worship in Wales. The review is particularly useful where SACREs wish to collaborate and identify effective approaches for continual improvement.

Action required To review the work that is currently undertaken by SACRE, identify good practice and explore ways in which schools can be further supported in improving standards in religious education and collective worship.

Further information Enquiries about this document should be directed to:
Curriculum Division
Department for Education and Skills
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
Tel: 029 2082 5751
e-mail: assessment@wales.gsi.gov.uk

Additional copies This document can be accessed from the Welsh Government website at www.wales.gov.uk/educationandskills

Related documents *Religious education: Guidance for Key Stages 2 and 3 – Key messages for planning learning and teaching; Exemplifying learner profiles at Key Stages 2 and 3 in religious education: Additional guidance* (Welsh Assembly Government, 2011); *Religious education: Guidance for 14 to 19-year-olds* (Welsh Assembly Government, 2009); *National exemplar framework for religious education for 3 to 19-year-olds in Wales* (Welsh Assembly Government, 2008)

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Executive summary

The Standing Advisory Council for Religious Education (SACRE) reports analysed during this reporting period show how SACREs and local authorities have continued to develop innovative ways of supporting schools and raising standards in religious education and collective worship in Wales.

The majority of SACREs demonstrate secure arrangements for advising their local authorities on supporting and implementing their locally agreed syllabuses in line with the *National exemplar framework for religious education for 3 to 19-year-olds in Wales*. These agreed syllabuses are becoming firmly established in schools with valuable support being provided by local authorities in the form of teaching materials, in-service education (INSET) courses and their advisory services.

The Department for Education and Skills (DfES) recommends that SACREs continue to provide effective advice to their local authorities on matters related to raising standards in teaching and learning as identified in the agreed syllabuses. All SACREs should continue to support schools and monitor and evaluate the success of the advice given.

All 22 SACREs provide statistical analysis of their schools' inspection reports. Eleven of the SACREs noted ways in which schools receiving a Grade 3 (good features that outweigh the shortcomings) or below in religious education (RE) were supported in devising post-inspection action plans. Five SACREs had schools that received a Grade 4 (some good features but shortcomings in important areas). No schools received a Grade 5.

To supplement the inspection framework of the Office of Her Majesty's Inspectorate of Schools (Estyn)¹, five SACREs reported implementing additional measures to evaluate standards in religious education. These included a programme of supportive review visits and use of schools' self-evaluation reports.

DfES recommends that SACREs continue to advise local authorities on monitoring standards and supporting schools pre- and post-inspection. SACREs should also develop and recommend additional and complementary forms of monitoring. This would ensure that schools are continuing to improve standards of teaching and learning in religious education.

¹ Estyn revised its inspection framework in 2004.

Twenty SACREs provided statistical information relating to the public examination results of schools within their local authority. With one exception, all the SACREs that presented examination results indicated that they had considered and discussed these results in their meetings. Most compared their local authority results with the all-Wales figures.

Twelve SACREs provided separate figures for boys and girls. Where gender differences were noted as significant the SACREs focused on implementing supportive strategies.

DfES recommends that SACREs provide evidence of discussions that emerge as a result of analysis of examination results. SACREs should also provide evidence of the subsequent advice that is given to the local authority and action that is then taken to help schools address a range of issues and raise standards.

Twenty SACREs listed support in the form of teaching resources that had been distributed to schools, although no mention was made of procedures in place to evaluate their effectiveness.

In five of the SACREs, it was noted that training was unavailable for one or more of the years covered by this review.

DfES recommends that SACREs continue to provide advice about teaching methods, resources and teacher training to their local authority. SACREs should ensure that an evaluation procedure is in place to assess the impact of that advice on standards.

Guidance for collective worship was recommended to schools by nine SACREs. Fourteen SACREs provided INSET courses on the subject of collective worship. Two SACREs stated that the services of their local authority adviser were available to schools.

Collective worship was evaluated by means of inspection reports and visits of SACRE members to schools to observe acts of worship.

Some SACREs reported that the analysis of inspection reports showed that some secondary schools needed further guidance in order to comply with the statutory requirements regarding collective worship. Support was offered to these schools to address the situation.

DfES recommends that SACREs continue to advise their local authorities on supporting and evaluating effective collective worship to ensure compliance with statutory requirements. All SACREs should continue to address these issues on a regular basis.

There is much evidence of good practice in the work of SACREs and in the advice that they give to local authorities to promote standards in RE and collective worship. The SACRE reports provide a means of sharing good practice, informing teachers about innovations and issues in RE and evaluating success. In addition, Wales Association of SACREs (WASACRE) acts as a forum for dissemination of ideas, debating important issues and supporting the work of SACREs in Wales.

DfES acknowledges the quality of work that is carried out by SACREs and WASACRE in supporting and raising standards in RE and appreciates the close working relationship it shares with them.

Introduction

Every local authority is required to have a SACRE. SACREs are required by law to produce annual reports of their work. These reports provide:

- information about the support and guidance given by the local authority to help raise standards in religious education and collective worship
- a summary of the advice that has been given to the local authorities by their SACREs, and a report of the outcomes.

By 30 December each year, SACREs send their annual reports to the Department for Education and Skills (DfES) as required by the Welsh Government (reference: circular number 10/94: *Religious Education and Collective Worship*).

This review of SACRE reports covers the periods from September to August for the academic years 2004–05, 2005–06, 2006–07 and 2007–08. At the time this report was compiled, SACRE reports were not available for review from Carmarthenshire 2006–07, Ceredigion 2006–07, Monmouth 2007–08, Powys 2007–08, and Vale of Glamorgan 2005–06 (supplementary information relating to SACRE reports can be found in Annex 1 on page 29).

Religious education

Locally agreed syllabuses

Each local authority must adopt a locally agreed syllabus for religious education for all community schools, foundation schools and voluntary schools without a religious character², and review it every five years. SACREs advise local authorities on this matter and an agreed syllabus conference is convened to make recommendations, and to submit revised syllabuses for approval and adoption.

Revising the locally agreed syllabus

All the SACREs recorded implementing revised agreed syllabuses between 2000 and 2002. Following this, agreed syllabus conferences were convened by all the SACREs in 2005 in order to review and revise their syllabuses.

In 2004–05, at the request of WASACRE, all the SACREs recommended delaying the implementation of revised syllabuses until September 2008 when the new *National exemplar framework for religious education for 3 to 19-year-olds in Wales* would be available in its final form.

Carmarthenshire SACRE stated that it would implement its revised syllabus in September 2009.

Wrexham SACRE supplied details of a phased programme of implementation, whereby the different key stages would be introduced to the new syllabus at different points between 2008 and 2011.

Monmouthshire SACRE (2005–06) noted that, as a result of a review of provision of religious education in several of its schools, it had been found that while there were some examples of excellent practice, some schools were following learning plans that did not fully support the locally agreed syllabus. It was reported that the Schools Improvement Officer with responsibility for RE was continuing to monitor the situation and liaise with schools about their legal obligations to implement the syllabus.

All the SACREs recognised the need to make their syllabuses compatible with the new national exemplar framework, which was in development at the time of this review period. They recommended

² Those schools with a religious character are required to provide RE and collective worship in accordance with their trust deed, or the tenets of the faith or denomination unless special provisions have been requested under paragraphs 3 and 4, Section 2 – schedule 19 of the School, Standards and Framework Act 1998.

that their local authorities adopt/adapt the framework as the basis for their locally agreed syllabuses and welcomed the fact that it would provide an element of consistency in RE provision throughout Wales.

When reviewing the locally agreed syllabuses, eight SACREs mentioned their need to take account of the ACCAC Foundation Phase consultation document and one SACRE stated that it would keep developments in Key Stage 3 and post-16 education under consideration.

At the request of the SACREs, a small number of local authorities established working parties to review their existing agreed syllabuses in order to advise their local authority on suggested revisions.

Several SACREs reported that their local authorities had set up working groups to provide supportive materials such as learning plans, exemplar materials, resource lists and assessment guidance to assist schools in implementing the new framework. These materials are summarised in Annex 2 (see page 31).

DfES welcomes the work undertaken by local authorities to review their locally agreed syllabuses and subsequently to adopt or adapt the *National exemplar framework for religious education for 3 to 19-year-olds in Wales*. There is also evidence during this period of local authorities supporting schools to implement changes through advisers' personal contact and SACRE communication by letter.

All SACREs are invited to consider ways in which they might best support and monitor schools in implementing their new agreed syllabuses and how they will subsequently evaluate the success of that support.

Standards in religious education

SACREs work with their local authorities to monitor and improve standards in religious education in schools. This is carried out by analysing school inspection reports, self-evaluation reports, examination results and results of end of key stage assessments, as well as by making school visits and conducting surveys.

School inspection reports

In September 2004, Estyn began a new system of school inspections³. The standards achieved by schools in Wales under the pre-September 2004 inspection arrangements, as noted in the SACRE reports, are to be found in Annex 3 (see page 36).

Despite differences between the old and new inspection arrangements, the total grades awarded for each key stage between 2005–2008 have remained high with very few key stages being awarded Grade 4 or below. For details see Annex 4 (page 40) and Annex 5 (page 50).

In the (pre-2004) inspection reports, where RE was inspected as a separate subject, many schools were described as having 'outstanding and good features' in their RE curricula. For primary schools, these strong points included:

- a sound knowledge of stories, festivals and places of worship
- a good knowledge of religious texts, especially the Bible
- knowledge of key religious figures in the history of religious traditions in Wales
- an understanding of some similarities and differences between religions
- a good conceptual understanding of Christianity and other religions
- valuable visits from people of various faith communities and visits to places of worship
- effective use of artefacts and resources
- opportunities for learners' own responses to spiritual and religious issues.

For secondary schools, the following good features were noted.

- Knowledge about the diversity of Christian traditions within communities.
- An understanding of contemporary issues and their influence on religion.

³ Estyn revised this inspection framework in 2010.

- An understanding of the similarities and differences between religions.
- An understanding of how religious beliefs influence behaviour.
- An appreciation of the importance of key religious figures.
- An appreciation of how contemporary religious practice is based on history and tradition.
- The importance of learners raising moral and spiritual questions and relating them to their own experiences.
- The importance of appropriate use of religious terms and vocabulary in context.
- The ability to present arguments and listen to others' points of view.

Some 'shortcomings' were noted in a few of the inspection reports. For primary schools, these included:

- a limited knowledge and understanding of world religions
- a limited recall of Bible stories
- not enough knowledge about key figures in the history of Christianity in Wales
- not enough opportunities to develop understanding beyond factual information
- not enough development of the skills of communicating knowledge and understanding
- a limited record of written work
- limited opportunities for discussion
- insufficient focus on developing enquiry skills
- restricted access to artefacts and a range of information sources
- limited opportunities to visit places of worship.

For secondary schools, the shortcomings included:

- confusion about which beliefs and practices relate to which religions

- learners unable to make connections between religious content and their own lives
- a lack of confidence in expressing opinions and presenting arguments
- written work lacking in depth and detail
- more able learners not making sufficient progress
- inadequate provision for special educational needs (SEN) learners
- poor attendance
- an inadequate time allocation to cover the agreed syllabus at Key Stage 4 and post-16.

Most of the SACREs recorded that they had written to congratulate schools that received Grade 1 (Good with outstanding features) or Grade 2 (Good features and no significant shortcomings) standards in RE in their inspections. Some of these letters also reminded schools of the services of local authority officers, where they were available, and of the existence of artefacts collections for loan. One SACRE felt it important to point out to schools that RE provision should be reviewed on a regular basis and not merely as a preparation for inspections.

Where schools were noted to have been awarded Grade 3 or below, each of these schools were required to send a copy of their post-inspection action plans to their SACRE. In all of these cases, support was given by local authority professional officers in drawing up the action plans. Reports on progress were made to the schools' governing bodies.

SACREs reported that their local authorities provided INSET to address any issues arising from inspection reports. Some also mentioned supportive visits to schools by the local authority adviser.

Several SACREs reported adopting additional and complementary forms of monitoring standards in RE. For example:

- Since 2004, Denbighshire, Flintshire and Conwy local authorities have implemented a Monitoring and Supportive Review programme. This programme focuses on monitoring a secondary school and its partner primary schools over the course of a term. Following a visit to the schools by the RE adviser, reports are

written to note standards in RE and spiritual, moral, social and cultural education (SMSC). SACREs are presented with individual reports and an overall whole consortium report. Over the period of the current review, all schools in the three local authorities involved were included in the programme. As a result, it was reported that a high level of schools achieved 'good' and 'very good' standards in RE. The most common issue of concern was the recording of achievement using the levels of the locally agreed syllabus and/or the ACCAC Optional Assessment Materials (2004) even though SACRE guidance had already been provided to schools on this aspect. Consequently, the SACREs made further recommendations to establish procedures for assessment and recording. SACREs reported that they were pleased with the depth of information provided by the Monitoring and Supportive Review Programme and that it provided a more informed picture of provision within a 'family' of schools.

- Powys (2004–05) noted the value of the continuing practice of circulating to schools an annual document highlighting good practice and areas of concern in relation to RE arising from inspection reports.
- Monmouthshire (2004–05 and 2005–06) requested that an RE consultant be appointed by the local authority to visit schools on their behalf in order to report back on standards. The 2006–07 SACRE report notes that funding was not available to support this form of monitoring and that schools would continue to follow a self-evaluation process.
- Wrexham SACRE noted the value of its continuing programme of visits by SACRE members to schools, resulting in a report that was then fed back to schools.

The post-2004 inspection procedures placed a strong emphasis on self-evaluation by schools. Four of the SACREs (Anglesey, Gwynedd, Monmouthshire, Powys) requested that schools provide their self-evaluation reports when they receive inspections where there is no specific report on RE.

As a result of the self-evaluation process, the main aspects of RE to be addressed by schools as outlined in these SACRE reports identified the need to:

- develop staff understanding of the *National exemplar framework for religious education for 3 to 19-year-olds in Wales*
- develop thinking skills strategies in RE lessons
- develop assessment for learning targets
- provide opportunities for reflection
- provide more formal schemes of work for Key Stage 4 and post-16
- consider the benefits of trialling the GCSE Religious Studies Short Courses as a means of providing post-16 provision.

End of Key Stage 3 level descriptions

Six SACREs included information about standards in RE at Key Stage 3 through teacher assessment using locally agreed syllabus level descriptions, and some mentioned using ACCAC's Optional Assessment Materials as a basis for their assessment. As a result of this work:

- Rhondda Cynon Taff (2004–05, 2005–06) published their end of Key Stage 3 teacher assessments and noted that they had compared these with previous performance in RE and with other national curriculum subjects
- Merthyr Tydfil noted considerable improvement in applying their levels and letters of congratulation were sent to schools
- Bridgend considered the level descriptions awarded and made comparisons with previous years
- Anglesey, Gwynedd and Caerphilly presented their Key Stage 3 results as information only.

14–19 provision

Some SACREs provided information on provision for 14 to 19 learners. A few SACREs reported that their secondary schools did not comply fully with statutory requirements for RE for 14 to 19 learners. The SACREs reported on the following aspects.

- In 2007–08, Blaenau Gwent local authority sent questionnaires to their secondary schools to gain information about Key Stage 4 and post-16 provision. It was noted that five out of the six secondary schools used an accredited RE course in order to fulfil requirements. In the remaining school, plans were being made to increase time allocation and offer a short course.
- In 2006–07, Monmouthshire SACRE sought clarification on a school-by-school basis regarding the current situation. It was agreed that this information would be reported back in spring 2008. (Information was not available at the time of writing.)
- In 2007–08, Vale of Glamorgan SACRE sent a questionnaire to all its secondary schools in order to gain a clear picture of current provision for RE at Key Stage 4 and post-16. It was noted that all schools used an accredited course to fulfil the statutory obligation to deliver RE at Key Stage 4. Out of the six schools with sixth forms, only four made some provision for RE and the time allocation varied. In the majority of these schools the required curriculum time was not met. The SACRE decided not to specify a time allocation, but to stress the importance of the subject at this phase of education.
- In 2006–07, Newport SACRE conducted a survey of provision at Key Stage 4 to ascertain issues that were impacting on standards. Schools were informed of the results and asked to address any factors affecting performance. Additional training for non-specialist RE teachers was provided. As a result of this training, GCSE short course results were noted as being 'considerably improved'.
- Neath Port Talbot 2005–06 noted that inspection reports had identified depressed standards due to inadequate time allocation for the subject. Subsequent reports do not indicate whether the matter has been addressed.
- Flintshire and Denbighshire SACRE reports for the reporting period mention that some inspection reports of individual schools have identified post-16 provision as an area for monitoring and development. To date, it has not been stated as to how this has been addressed.

Spiritual, moral, social and cultural development (SMSC)

The inspection framework requires reports on the provision for SMSC. Pembrokeshire and Gwynedd SACREs recorded evidence about this statutory requirement in their reports. The most frequently reported strengths were:

- the positive contribution of collective worship
- learners' involvement in charity work
- global citizenship awareness
- contribution to sustainability and care for the environment
- the existence of class and school councils
- the value of circle time with younger learners
- links made with local churches and visiting religious leaders
- addressing moral and religious issues
- focusing on promoting a respect for truth and justice.

The most frequently reported shortcomings were:

- no structured planning for spiritual development
- limited spiritual development though different curriculum subjects
- insufficient opportunities to reflect.

The variety of evidence presented suggests that by the end of the reporting period, the new agreed syllabuses based on the *National exemplar framework for religious education for 3 to 19-year-olds in Wales* were becoming established in schools and were an invaluable aid to medium- and long-term planning.

DfES welcomes the work that SACREs carry out in monitoring standards and compliance issues. With changes that have occurred in inspection procedures, some SACREs have advised their local authorities to implement complementary methods of monitoring standards such as implementing self-evaluation procedures, contacting schools to offer support and/or request that learners are provided with their statutory RE entitlement.

All SACREs are invited to advise local authorities on adopting effective ways of monitoring and supporting schools in implementing quality RE for 3 to 19-year-olds in Wales.

Examination results

SACREs provide statistical information about their schools' performances in public examinations in order to demonstrate standards in religious studies/statutory RE.

Most of the SACREs provided statistical information (see Annex 6 on page 51), but there is a variety in the level of detail provided in the reporting of examination results and because of this the information is not consistent across all the local authorities. For example, some SACREs have combined the results of learners who have followed short courses in both their Year 10 and Year 11 studies and have presented these statistics as full GCSEs. Swansea was the only SACRE to present separate Year 10 and Year 11 performance figures, indicating the trend that the Year 10 results were generally better than those of Year 11.

Some SACREs mention the fact that their schools were performing less well in the GCSE Short Course examination than in previous years. One explanation given for this was the entry policy of individual schools. Most schools enter high numbers, sometimes their whole cohort, which inevitably includes less-able learners. This factor can depress the percentages and therefore the SACREs urged treating the figures with caution. No methods were suggested for presenting statistics in order to differentiate between schools that entered whole cohorts and those that did not.

Boys' and girls' examination results were recorded separately by the SACREs for: Anglesey, Bridgend, Caerphilly, Ceredigion, Conwy, Denbighshire, Flintshire, Gwynedd and Neath Port Talbot. In some cases, no comment was made on the results, while others noted that in general girls performed better than boys. Swansea (2007–08) stated that the performance gap was narrowing and that in some of their schools boys had outperformed girls. Where gender differences were noted, SACREs said that they were implementing strategies to address them. To date no information has been provided on the nature of these strategies or the effect on subsequent results.

In addition to issues about gender performance, concern was also expressed by one SACRE (Carmarthenshire 2004–05) that significantly fewer numbers of boys were opting to take RE as a subject. In this case the local authority adviser reported that she was promoting active learning techniques in an attempt to broaden the appeal of RE to boys. It has not been stated whether take-up by boys improved as a result.

The results for the Certificate of Educational Achievement (CoEA) in Religious Studies were recorded by Carmarthenshire, Swansea, Rhondda Cynon Taff and Bridgend.

In considering the AS statistics, several SACREs pointed out that they had only given those results where learners had opted to 'cash-in' their qualification rather than continue and carry on their qualification to A level (thus drawing conclusions from the statistics needs to be carried out with caution).

No examination results were recorded by Monmouthshire and Blaenau Gwent for the period of the current review. Both SACREs stated that they wished to review the way in which they present results for future years.

The information provided by the SACREs shows that the entry figures for both GCSE and GCE A level are steadily increasing. This fact was welcomed by all the SACREs and seen as an encouraging sign.

Actions arising from examination results

With one exception, all the SACREs that presented examination results indicated that they had considered and discussed these results in their meetings (the results for Pembrokeshire were presented with no commentary or conclusions drawn). Most SACREs said that they made comparisons with results for the last three to five years in order to identify trends and assist with future planning. In addition, SACREs compared their results with figures for the whole of Wales and pointed out where their local authorities fell above or below the national figures.

Where schools had performed well, the majority of the SACREs stated that they had written letters to schools to congratulate them on their positive results.

Several SACREs noted that they would use INSET to discuss and improve standards in public examinations.

Swansea SACRE (2004–05) expressed concern about disappointing GCSE short course results. A questionnaire was sent to schools to ascertain factors impacting on the results. In 2005–06 SACREs reported that the main factors impacting negatively on results were found to be insufficient time allocation, lack of resources and the use of non-specialist RE teachers. Following this, a letter was sent to schools urging that these issues be carefully considered in relation to the delivery of RE at Key Stage 4.

In Flintshire, any schools that had fallen below the national average for three or more years received letters from their SACRE requesting information about steps being taken to remedy the situation and offering the support of the local authority adviser.

In 2005, Newport advised the local authority to carry out a survey to ascertain factors that were impacting on falling standards in GCSE Short Courses. Schools were informed of the results and urged to ensure that factors identified were addressed. The use of non-specialist teachers for RE was identified as a relevant issue for some schools. The local authority agreed to fund a half-day training course for non-specialists in the summer of 2006. The 2006 short course results were noted as considerably improved.

DfES welcomes the SACREs' analysis and discussion of examination results. This is particularly helpful when results are compared with all-Wales figures, results from previous years, entry pattern and gender issues.

While recognising the complexity of analysis of statistical evidence, certain trends can identify issues that can be resolved through INSET for non-specialist teachers, targeted provision for boys, advice from advisers, etc., as described in a number of SACRE reports.

DfES recommends that all analysis of examination results leads to purposeful discussion and, where appropriate, focused action and subsequent monitoring in order to support schools and share good practice with the aim of raising standards.

Methods of teaching, the choice of teaching materials and teacher training

SACREs report on and give advice to their local authorities concerning methods of teaching, choice of resources and teacher training.

Methods of teaching

Several SACREs noted the invaluable support of their advisory services in helping their teachers plan programmes of study and assessment materials, prepare classroom activities and select suitable resources. The contribution made by the advisory service was seen

as an excellent method of giving advice and sharing good practice when visiting schools, providing INSET courses and developing stimulating classroom materials. Examples given:

- Blaenau Gwent SACRE (2006–07) encouraged schools to meet in primary and secondary cluster meetings in order to develop effective primary/secondary links and transition. It recommended resources published in *RE Today* to support continuity and progression.
- Monmouthshire SACRE (2004–05) instructed their professional adviser to undertake a review of RE in seven schools to examine several aspects including: use of the locally agreed syllabus, learners' work, resources, and staff training and support. Good practice was identified that could be shared with other schools.
- Powys SACRE (2006–07) commended the work of the local authority action research teams and the fact that they had a number of schools in all sectors that could be used as examples of good practice in demonstrating the use of new methodologies in the teaching of RE.

Several SACREs noted that their local authorities had provided guidance documents to support the teaching of RE, and in particular the delivery of the new *National exemplar framework for religious education for 3 to 19-year-olds in Wales* (see Annex 7 on page 55).

Evaluation of teaching methods

No formal evaluations of teaching methods were recorded in any reports, although Denbighshire and Flintshire reported that the evidence from their schools' supportive reviews suggested that support provided by the local authority advisory services was valued and found to be of benefit.

Choice of teaching materials

The majority of the SACREs reported that their local authorities had sent guidance documents to schools to support teachers in their choice of quality teaching materials (see Annex 7 on page 55). These materials were distributed free of charge to schools.

Three SACREs (Denbighshire, Flintshire, Conwy) made the point that they do not formally advise schools about purchasing teacher materials, deeming this to be a matter for the schools themselves.

However, it was stated that advisers were able to familiarise teachers with new materials and give advice on their school visits and at INSET courses.

Carmarthenshire recommended resources available for purchase, for example the bilingual big books and CDs for Key Stage 1 that were written by the local authority adviser.

Carmarthenshire (2004–05) provided extensive details of its intranet and internet sites. The SACRE highly commended these materials, which have been donated to NGfL Cymru in order that they can be shared with learners throughout Wales. Carmarthenshire SACRE reported that their materials were popular with schools in other local authorities and that they were found to be very useful in making religious beliefs and practices more meaningful to young learners.

Carmarthenshire, Blaenau Gwent, Merthyr Tydfil and Monmouthshire SACREs reported that their local authorities had loan services for religious artefacts.

Denbighshire, Flintshire and Conwy SACREs noted that their schools have access to and make use of the Welsh National Centre for RE at the University of Wales, Bangor.

Conwy and Flintshire SACREs (2005–06) advised their local authorities to consider what teaching materials would be needed to resource work related to the new *National exemplar framework for religious education for 3 to 19-year-olds in Wales*.

Monmouthshire and Blaenau Gwent (2006–08) schools took part in the trialling of teaching materials designed specifically to develop skills-based activities at Key Stage 2. The SACRE report mentions the work of the RE adviser in comparing samples of learners' work at the beginning of the trial period with standards achieved at the end. Achievements in teaching and learning are described in the report as 'outstanding'.

In-service teacher training

All the SACREs expressed concerns about the level of provision of RE courses. In particular, this had an impact on courses offered for the academic years 2004–05 and 2005–06. In several cases, the SACREs wrote to their Directors of Education and the then Minister for Children, Education and Lifelong Learning to express their concerns. The response received was that there was at present no plan to change the current arrangements and funding formula.

It was recorded that no INSET was available for RE in the following local authorities:

- 2004–07 Conwy, Flintshire, Denbighshire, Torfaen
- 2005–06 Swansea.

Gwynedd and Anglesey addressed the problem of lack of supply cover by introducing a new system of closing all local authority schools for two days each year so that teachers could attend courses.

The Carmarthenshire adviser for RE designed course content for 2004–06 which used RE as the context for developing some of the priorities identified, such as transition, ICT, assessment and the Cwricwlwm Cymreig which matched the criteria of the Better Schools Fund (BSF). The needs-based evidence for these courses was an analysis of Estyn reports, examination results, school visits and discussions with teachers.

Carmarthenshire was also able to supplement its INSET programme with funding from the General Teaching Council for Wales (GTCW) and the Basic Skills Agency. A few other SACREs also noted that, despite not being able to offer formal county INSET, some individual teachers had been able to access in-service training via the GTCW.

Many SACREs expressed the wish that training continues to be made available to schools and that they be encouraged to support staff development wherever possible.

Needs for INSET are identified in a variety of ways, namely: by local authority professional officers, schools needs identification processes and panels, evaluation forms from INSET courses, and subjects suggested by local and national initiatives (details to be found in Annex 8 on page 59).

Evaluation of INSET

Four SACREs noted evaluations of their INSET courses by the participants.

- In Carmarthenshire and Ceredigion, teachers assessed their RE courses on a five-point scale, with the majority of evaluations received as 'very good'.
- Evaluation forms returned by Blaenau Gwent teachers were categorised as 'good' or 'very good'.

- In Powys, a Church in Wales course was evaluated with a variety of responses, the majority being 'good'.

Future training requirements

Blaenau Gwent and Monmouthshire (2006–07) used their course evaluation forms as an indicator of needs for future courses. Two of the courses identified, RE in the Foundation Phase and Developing Thinking Skills, were provided as INSET courses in those local authorities in 2007–08.

Anglesey and Gwynedd SACREs suggested a range of topics for consideration for future courses. A course entitled 2008 Curriculum – Religious Education was offered as primary INSET in 2007–08 and courses entitled Implications for the 2008 Curriculum and RE and the World of Work were offered as secondary INSET in 2007–08.

Initial teacher training

Two SACREs made mention of initial teacher training (ITT) in their reports.

- Conwy (2005–06) requested the local authority to make arrangements for members to visit an ITT institution. Subsequently a visit was made to Hope University, Liverpool jointly with members from Denbighshire and Flintshire SACREs.
- Conwy SACRE (2006–07) undertook a survey of schools hosting ITT students to determine the extent to which students are adequately prepared and the support and communication between schools and colleges. The survey found that students overall were well prepared and had a good awareness of RE, and were well supported during their placements.

As ITT institutions seemed to have a 'good system of networking', the Conwy SACRE requested that their local authority consider similar support for RE teachers. After discussions with local authority officers an intranet was established for the sharing of resources and a forum of discussion and support. This is available to teachers in Conwy, Denbighshire and Flintshire.

Blaenau Gwent SACRE (2007–08) noted that it had established links with an ITT institution by co-opting a member of staff from the RE Department of the University of Wales.

DfES welcomes the varied support provided by some local authorities. In relation to advising on methods of teaching this has been carried out through the work of school supportive reviews, INSET meetings and action research teams.

Teachers have been encouraged to familiarise themselves with new resources and SACREs have advised their local authorities to make positive links with initial teacher training institutions.

DfES recommends that this evidence of good practice continues and develops and that further measures are taken to monitor and improve provision and raise standards.

Collective worship

SACREs must monitor and advise on the provision schools make for collective worship. The reports should note any advice given to the local authority in the form of guidance documents, adviser input, recommended resources and INSET. SACREs should report on the effectiveness of the advice, and work alongside their local authorities to support the implementation of quality collective worship.

Advice on collective worship

Nine SACREs recommended the use of their local authorities' collective worship guidance documents, which had been distributed to schools either within or prior to this reporting period. Fourteen SACREs recorded providing INSET courses for collective worship but provision was not necessarily available in each academic year. Two SACREs stated that the services of their local authority adviser were available to schools. Five SACREs recommended resources. Two SACREs noted that resources were available via their county intranet (Annex 9 on page 62 provides information about guidance provided by the SACREs).

The Conwy and Flintshire SACRE reports expressed concerns regarding limited INSET opportunities for collective worship, due to funding.

Monitoring collective worship

During the reporting period, SACREs used inspection reports as a means of monitoring collective worship. In addition to analysing the RE section of inspection reports where it is inspected as a separate subject, collective worship is also evaluated as part of the provision for SMSC (see Annex 10 on page 65).

The positive features of collective worship noted in inspection reports included:

- quality acts of collective worship
- the contribution to SMSC development
- learner contributions to collective worship
- policy on collective worship.

A few SACREs reported that the analysis of inspection reports showed that some schools were not complying with the statutory requirements regarding collective worship. All of these schools were secondary schools who were either not providing a daily act of worship or were providing sessions with a primarily moral focus but containing little spiritual or religious content. In all cases support was offered to schools that were not complying with the requirements.

In some local authorities, monitoring of collective worship is additionally carried out through school visits. The following SACREs recorded visits by their members to observe acts of collective worship in schools.

- Bridgend (2007–08)
- Caerphilly (2005–08)
- Cardiff (2004–05)
- Merthyr Tydfil (2004–05)
- Newport (2006–07, 2007–08)
- Powys (2005–07)
- Rhondda Cynon Taff (2004–07)
- Swansea (2005–06)
- Torfaen (2005–08)

The SACRE members appreciated these opportunities and would wish this practice to continue.

Powys SACRE (2006–07) suggested training for governing bodies to enhance awareness in relation to collective worship. However, the authority's Governor Services Review Group responded that they were unable to make this issue a priority.

Neath Port Talbot (2005–06) reported on research being carried out by Dr Peter Lewis to investigate the spirituality of Year 6 learners from non-religious backgrounds before and after they have experienced regular collective worship. The ultimate aim of the project is to develop resources to engage children with ways of addressing big questions. A presentation was made to the SACRE in March 2007 and an INSET held for primary teachers in 2007–08.

Determinations

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

DfES welcomes the strategies that have been implemented to monitor the provision of collective worship and to ensure compliance and to support good practice through INSET, analysis of inspection reports and school visits by SACRE members.

DfES recommends that SACREs continue to provide positive advice to their local authorities and that they continue to foster links with schools through school visits by SACRE members and effective monitoring and guidance.

Other issues

SACRE reports describe additional advice given to local authorities regarding a variety of issues. These include local issues such as: governor training, visits by SACRE members to schools, special exhibitions, workshops and theme days. Documents, conferences and initiatives at national level are also described where they have led to advice being given by the SACREs to the local authorities.

Local issues

Several SACREs provided descriptions of local projects that have enriched the RE curriculum in their schools. These included:

- Summer 2005 Young People's Event (Newport 2004–05)
- the O4 Project to celebrate the centenary of the 1904 religious revival in Wales and Bread of Heaven exhibition (Powys 2006–07)
- the Tapestry of Life and Faith Festival (Wrexham 2004–05)
- Holocaust memorial events in several local authorities.

To encourage the use of local resources and expertise, Cardiff (2005–06) SACRE members produced a document providing advice and guidance for schools and religious groups about the use of visitors for RE and collective worship.

Training of SACRE members

To ensure that SACRE members are well informed about current educational matters, SACREs have provided them with information and training (for details see Annex 11 on page 72).

Governor training

Denbighshire SACRE (2006–07, 2007–08) advised schools to inform their governing bodies about the *National exemplar framework for religious education for 3 to 19-year-olds in Wales*.

Following discussions with the local authority, Monmouthshire (2006–07) agreed to offer an RE course in their next governor training course brochure.

National issues

Several SACRE reports made specific references to the published guidance and resource materials produced by ACCAC, the Department for Education, Lifelong Learning and Skills (DELLS) and the Department for Children, Education, Lifelong Learning and Skills (DCELLS) (for details see Annex 12 on page 77).

All the SACREs included information about the WASACRE/DELLS Special Conference entitled Looking Beyond 2008 – Visioning Religious Education held on 20 May 2006 at Llandrindod Wells. The majority of SACREs were represented at this conference and all SACREs received and discussed the information disseminated at the conference.

All the SACREs noted that their representatives attended WASACRE meetings and that matters arising were discussed in their local authorities' SACRE meetings. Appreciation was expressed for the supportive role of WASACRE and the work of its officers in continuing to raise the profile of RE in Wales.

One SACRE noted that its members had considered the document *Aiming for Excellence in Religious Education* published by Her Majesty's Inspectorate for Education and Training in Wales (Estyn). Two SACREs noted receiving and discussing Estyn's *Annual Report for 2005*. Some SACREs discussed the monitoring of RE under the 2004 inspection framework and raised questions about how it would affect information about standards in RE.

Four SACREs noted discussing the Welsh Baccalaureate and its implications for RE. Concern was expressed by two SACREs that the new qualification contains no compulsory RE element despite the statutory nature of the subject up to post-16 level. After this issue was raised with the Minister for Education, Lifelong Learning and Skills in 2004–05 members were pleased to be informed that WASACRE had been requested to draw up signposts indicating opportunities for including RE in the Baccalaureate syllabus.

Six SACREs discussed the status of RE for children of Foundation Phase age. One local authority noted that they were drawing up a continuum to identify opportunities to develop the subject with young children. Two SACRE reports included the detail of their response to the Foundation Phase consultation document in 2006.

One SACRE entered into correspondence with the Welsh Joint Education Committee (WJEC) in 2004–05 regarding the level of examining in the different options of the AS/A2 Religious Studies papers.

Some SACREs noted that they were continuing to fund subscriptions for RE News in order that this publication could be sent to all their schools. A few noted that they contributed regular reports about local developments and initiatives.

Complaints

No complaints were received during this reporting period.

DfES recognises that SACREs make significant contributions to local and national issues. With the emergence of the Equality Act 2006 and the Single Equality Scheme, DfES acknowledges that SACREs, through the advice they give their local authorities, can make a valuable contribution in promoting community cohesion and intercultural/interfaith understanding across Wales by further supporting quality RE for all learners.

Annex 1: Supplementary information relating to SACRE reports

Number of meetings held by SACREs

Each SACRE holds meetings periodically throughout the year. The average number of meetings per year in the years covered by this report was three. Seven local authorities held four meetings each year. For two of the years, one SACRE met on only two occasions.

Summary of agenda items discussed

Sixteen SACREs provided summaries of the main agenda points of their meetings. The main points considered were:

2004–05	<ul style="list-style-type: none"> • Review and adoption of agreed syllabuses • Inspection reports • New inspection framework • Examination results • Use of ACCAC Optional Assessment Materials • INSET needs and provision • The Welsh Baccalaureate • Foundation Phase
2005–06	<ul style="list-style-type: none"> • Inspection reports • Examination results • End of Key Stage 3 teacher assessment • Use of ICT in RE • Use of ACCAC Optional Assessment Materials • INSET needs and provision • Consideration of <i>Review of SACRE Reports for 2002/03 and 2003/04</i>
2006–07	<ul style="list-style-type: none"> • Inspection reports • Examination results • Self-evaluation process • Time allocations for RE • Consideration of <i>National exemplar framework for religious education for 3 to 19-year-olds in Wales</i> • End of Key Stage 3 teacher assessment • Post-16 RE
2007–08	<ul style="list-style-type: none"> • Inspection reports • Examination results • Adoption of agreed syllabuses • Training for implementation of revised agreed syllabuses • Collective worship

Circulation of SACRE reports

SACRE reports are normally circulated to the following:

- all SACRE members in the local authority
- headteachers and governing bodies of each local authorities' schools
- local authority education departments and advisory services
- all other Welsh SACREs
- Christian Education Movement in Wales
- Church in Wales Dioceses
- DfES (also listed as ACCAC, DELLS, DCELLS)
- Estyn
- Free Church Federal Council
- National Library for Wales
- Catholic Church of England and Wales
- Public libraries
- Religious Studies Centre, Trinity College, Carmarthen
- Teacher training institutions
- WASACRE
- Welsh National Centre for Religious Education, Bangor.

Annex 2: Support provided for agreed syllabus implementation

Local authority	Information in 2004–05 report	Information in 2005–06 report	Information in 2006–07 report	Information in 2007–08 report	Evaluation of support
Anglesey	Assessment guidelines Teaching materials INSET sessions School visits by advisor/advisory teacher	Assessment guidelines Teaching materials INSET sessions School visits by advisor/advisory teacher	Assessment guidelines Teaching materials INSET sessions School visits by advisor/advisory teacher	Assessment guidelines Teaching materials INSET sessions Primary and secondary working parties to produce exemplar materials	Not stated
Blaenau Gwent	Handbook to the Agreed Syllabus (distributed 1999)	Handbook to the Agreed Syllabus (distributed 1999)	INSET Handbook to the Agreed Syllabus Key Stage 2 support material being trialled	INSET (primary) Foundation Phase materials Key Stage 2 trialled materials finalised	Key Stage 2 support material 'highly successful in raising standards' INSET evaluation forms showed 'excellent' responses
Bridgend	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	Not stated

Local authority	Information in 2004–05 report	Information in 2005–06 report	Information in 2006–07 report	Information in 2007–08 report	Evaluation of support
Caerphilly	Scheme of work Exemplification materials	Not stated	Not stated	Scheme of work INSET courses	Not stated
Cardiff	Not stated	Not stated	INSET courses Exemplification of Standards document for secondary schools (not mentioned in Cardiff report, but in Vale of Glamorgan report)	Primary teachers' working party produced materials for Foundation Phase and Key Stage 2 School visits by Advisory Teacher	Not stated
Carmarthenshire	INSET School visits by Associate Adviser Exemplar schemes of work Classroom resources	INSET School visits by Associate Adviser Exemplar schemes of work Classroom resources	SACRE report not available	INSET School visits by Associate Adviser Exemplar schemes of work Classroom resources	INSET graded as 'very good' by majority of participants Exemplar schemes of work found to be 'extremely useful' by teachers
Ceredigion	INSET School visits by Associate Adviser Exemplar schemes of work Classroom resources	INSET School visits by Associate Adviser Exemplar schemes of work Classroom resources	SACRE report not available	INSET School visits by Associate Adviser Exemplar schemes of work Classroom resources	INSET graded as 'very good' by majority of participants Exemplar schemes of work found to be 'extremely useful' by teachers

Local authority	Information in 2004–05 report	Information in 2005–06 report	Information in 2006–07 report	Information in 2007–08 report	Evaluation of support
Conwy	Not stated	Not stated	Working group to create support materials	Working group to create support materials	'No formal evaluation of the Agreed Syllabus to date'
Denbighshire	Not stated	Not stated	Working group to create support materials	Working group to create support materials	'No formal evaluation of the Agreed Syllabus to date'
Flintshire	Not stated	Not stated	Working group to create support materials	Working group to create support materials	'No formal evaluation of the Agreed Syllabus to date'
Gwynedd	Assessment guidelines Teaching materials INSET sessions School visits by Advisor/Advisory Teacher	Assessment guidelines Teaching materials INSET sessions School visits by Advisor/Advisory Teacher	Assessment guidelines Teaching materials INSET sessions School visits by Advisor/Advisory Teacher	Assessment guidelines Teaching materials INSET sessions Primary and secondary working parties to produce exemplar materials	Not stated
Merthyr Tydfil	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	Not stated

Local authority	Information in 2004–05 report	Information in 2005–06 report	Information in 2006–07 report	Information in 2007–08 report	Evaluation of support
Monmouthshire	Not stated	Not stated	RE Consultant trialled support materials	SACRE report not available	Not stated
Neath Port Talbot	Not stated	Not stated	Not stated	Not stated	Not stated
Newport	Not stated	Not stated	Not stated	Not stated	Not stated
Pembrokeshire	Exemplar assessment grid	Portfolio of levelled work	Exemplar themes – Pilgrimage and Dress	INSET Exemplar themes – Light, Feelings, Rules, Death, Judaism	Positive feedback to INSET courses
Powys	Primary scheme of work INSET courses County internet resources	Primary scheme of work	Primary scheme of work	SACRE report not available	Not stated
Rhondda Cynon Taff	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	INSET Handbook to the syllabus Teaching resources Primary scheme of work Exemplification materials	Not stated
Swansea	Not stated	Not stated	Not stated	INSET Schemes of work Support materials	Not stated

Local authority	Information in 2004–05 report	Information in 2005–06 report	Information in 2006–07 report	Information in 2007–08 report	Evaluation of support
Torfaen	Not stated	Not stated	Not stated	INSET Schemes of work Support materials	Not stated
Vale of Glamorgan	Not stated	SACRE report not available	LEA asked if they wished to adopt ACCAC exemplar level descriptions	Agreed to adopt ACCAC/DfES level descriptions INSET courses for Key Stage 2	Not stated
Wrexham	INSET Support materials (CD-ROM) Secondary school visits by adviser	INSET Support materials (CD-ROM) Secondary school visits by adviser	INSET Support materials (CD-ROM) Secondary school visits by adviser	INSET Further training and support to be provided in Autumn 2008 and Spring 2009	Adviser makes reports to SACRE, analysis of inspection reports and examination results

Annex 3: The standards achieved by schools in Wales under the pre-September 2004 inspection arrangements

Local authority	Number of schools inspected in 2004–05 under pre-September 2004 arrangements	Key stage	Very good	Good	Satisfactory to Good	Satisfactory	Satisfactory to Unsatisfactory	Unsatisfactory
Anglesey	10	1		3		2		
		2		3		2		
		3		1				
		4		1				
		Post-16		1 (Religious studies)				1
Blaenau Gwent	2	$1\frac{1}{2}$		1	1			
		$1\frac{1}{2}$			1			
Bridgend	5	3		1				
		4	1	1 (Religious studies)				
		Post-16	1 (Religious studies)					
		1		6	3			
		2	1	9	1			
Caerphilly	11	3						
		4	1 (Religious studies)	1				
		Post-16	1 (Religious studies)	1				
		Post-16	1 (Religious studies)	1				
Cardiff	Data presented in different format							

Carmarthenshire	2	1	1	11	3	1	1
		2		12	3		
		3		3			
		4		2 2 (Religious studies)	1	1	
		Post-16	2				
Ceredigion	13	1	2	8	3		
		2	3	6	2	2	
Conwy	10	$\frac{1}{2}$	3	5	2		
		1	2	7			
Denbighshire	10	2		6			
		3	1	1			
		4		2			
		Post-16 A/AS		1 1			
Flintshire	19	1		11			
		2		9			
		3		4			
		4	1	4 2 (Religious studies)			
		Post-16	1				
Gwynedd	18	1	3	3	3		
		2	2	5	1		
		3		1			
		4		1 1 (Religious studies)			

Local authority	Number of schools inspected in 2004–05 under pre-September 2004 arrangements	Key stage	Very good	Good	Satisfactory to Good	Satisfactory	Satisfactory to Unsatisfactory	Unsatisfactory
Merthyr Tydfil	6	1		3				
		2		2		3		
Monmouthshire	3	1		3				
		2	1	1				
Neath Port Talbot	6	1	1	3				
		2	2	3				
Newport	7	1	1	2				
		2		4				
		3		1				
		4	1 1 (Religious studies)					
Pembrokeshire	15	Post-16	1 1 (Religious studies)					
		1						
		2						
		3						
Powys	12	4						
		Post-16						
		1		4		1		1
		2	1	3		1		
		3		1				
		4	1					

Rhondda Cynon Taff	18	1	1	10	3	
		2	1	4	4	
		3		2	1	
		4		2		
				1 (Religious studies)		
		Post-16	1	2 (Religious studies)	1 (Religious studies)	1
Swansea	15	1	2	10	2	
		2	2	9	1	
		3		1		
		4		1		
			1 (Religious studies)			
		Post-16	1 (Religious studies)			
Torfaen	9	1		2	1	
		2		2	1	
		3		2		
		4		2		
			2 (Religious studies)			
		Post-16			1	
Vale of Glamorgan	5	1		4	1	
		2		4	1	
		3			1	
		4			1	
Wrexham	4	1		3	1	
		2			4	

Notes

1. Numbers for each key stage amount to more than the total number of schools inspected per local authority due to different key stages being inspected separately within schools.
2. Key Stage 4 and post-16 figures are for religious education except where noted as religious studies.

Annex 4: The standards achieved by schools in Wales under the post-September 2004 inspection arrangements

2005–06	Number of schools where RE inspected	Key stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Anglesey	8	1	3	6			
		2	4	4	1		
Blaenau Gwent	2	1	1	1			
		2		2			
Bridgend	5	1		4	1		
		2		3	2		
Caerphilly	10	1	1	3	2		
		2	1	4	2		
		3	1	2			
		4	1	1	1		
Cardiff	13	Post-16	1	1			
		1		4	1		
		2		5	1		
		3		2			
Carmarthenshire	10	4		2			
		1	1	7	1		
		2		6	2		
		3		1			
Ceredigion	4	4		1			
		Post-16	1				
		1	1	1			
		2	1	1			

2005–06	Number of schools where RE inspected	Key stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Conwy	6	1		2			
		2		2	2		
		3		2			
		4		1			
Denbighshire	7	Post-16	2				
		1	1	4	2		
		2	1	3	3		
		3		1			
Flintshire	5	4		1			
		Post-16		1			
		1		2	2		
		2		3	1		
Gwynedd	6	3		2			
		4		2	1		
		Post-16				1	
		1	1	4	1		
Merthyr Tydfil	4	2	1	1	4		
		3		1			
		4				1	
		1	1	3			
Monmouthshire	2	2		2			
		3		1			
		4					
		Post-16			1		
Monmouthshire	2	1	1	1			
		2	1				
		3			1		
		4		1			
Monmouthshire	2	Post-16	1				

2005-06	Number of schools where RE inspected	Key stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Neath Port Talbot	4	1		2			
		2		1			
		3			2		
		4				3	
Newport	0	1					
		2					
		3					
		4					
Pembrokeshire	11	Post-16					
		1	1	7			
		2	1	4	1		
		3		1	1		
Powys	9	4		1			
		Post-16		1			
		1		2	1		
		2		2	1		
Rhondda Cynon Taff	14	3		1			
		4		1			
		1		6	5		
		2		7	5		
Swansea	12	3		2			
		4		2			
		Post-16		2			
		1	2	6	1	1	
		2	2	6	1	1	
		3	1	1	1		
		4	1		1		
		Post-16	1		1		

2005–06	Number of schools where RE inspected	Key stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Torfaen	0	1					
		2					
Vale of Glamorgan	5	1	4	1			
		2	4	1			
		3	1				
		4	1				
Wrexham	7	1	1	1	1		
		2	1				
		3	1				
		4					

2006–07	Number of schools where RE inspected	Key stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Anglesey	6	1		5			
		2	2	2	1		
		3			1		
		4			1		
Blaenau Gwent	1	3	3		1		
		4			1		
Bridgend		1			1		
		2			1		
Caerphilly	6	1		5	2		
		2		4	2		
		3	1				
		4		1			
Cardiff	10	Post-16		1			
		1	1	1			
		2	1	1			
		4	4	1			
Carmarthenshire		1					
Ceredigion	4	1	1	2			
		2		2			
		3		1			
		4		1			

2006–07	Number of schools where RE inspected	Key stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Denbighshire	4	1		2			
		2		2			
		3		1			
		4		1			
		Post-16		1			
Flintshire	5	1	1	2			
		2		3			
		3		3			
		4	1	1	1		
		Post-16		2		1	
Gwynedd	7	1	2	2	2		
		2	2	1	4		
		3		1			
		4		1			
		Post-16					1
Merthyr Tydfil	2						
Monmouthshire	1	1			1		
		2		1			
Neath Port Talbot	1	1			1		
		2			1		
Newport	5	1		1			
		2		2			
		3					
		4					
		Post-16					

2006–07	Number of schools where RE inspected	Key stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pembrokeshire	8	1	1	5			
		2	2	3	1		
		3	1	2			
		4	1	2			
		Post-16	1	2			
Powys	Not stated	1					
		2					
		3					
		4	1				
		Post-16	1				
Rhondda Cynon Taff	Not stated	1	5				
		2	3	3			
		3	1				
		4	1				
		Post-16	1				
Swansea	4	1	1	2			
		2	2	2	1		
		3			1		
		4			1		
Torfaen	0						
Vale of Glamorgan	0						
Wrexham	4	1	1				
		2	1	2			
		3	2		1		
		4	3	3	1		

2007–08	Number of schools where RE inspected	Key stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Anglesey	3	1	1	1			
		2	1	1			
		3		1			
		4		1			
		Post-16	1				
Blaenau Gwent	1	1	1				
		2	1				
Bridgend	7	1		4			
		2			6		
		3			2		
		4			2		
Caerphilly	2	Post-16			2		
		1	1	1	1		
Cardiff	3	2		1	1		
		3		2	1		
Carmarthenshire	4	4		3	2		
		1	2	2	2		
Ceredigion	6	2		2	2		
		1	5	1	1		
Conwy	6	2		3	2		
		1	4	4	1		
Denbighshire	5	2		3		1	
		4				1	
Denbighshire	5	1	4				
		2	5				

2007–08	Number of schools where RE inspected	Key stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Flintshire	4	1		2	1		
		2	1	1			
		3	1				
		4	1				
Gwynedd	6	Post-16	1				
		1		4			
		2	1	2	2		
		3	1				
Merthyr Tydfil	2	4	1				
		1		1			
		2		1			
		3	1				
Monmouthshire	10	4	1				
		1	2	3	3	1	
		2		2	2	1	
		3		1		1	
Newport	Reports not scrutinised	4					
		1					
		2					
		3					
Pembrokeshire	1	1	1				
		2	1				
Powys	5	1					
		2					
Rhondda Cynon Taff	5	1	3	1			
		2	3	2			

2007–08	Number of schools where RE inspected	Key stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Swansea	4	1		3				
		2		3				
		3	1					
		4		1				
Torfaen	4	1		5				
		2		4	1			
Vale of Glamorgan	0							
Wrexham	4	1	2					
		2		2	1			
		3		1	1			
		4		1				
		Post-16		1				

Annex 5: Total grades awarded for each key stage under the new inspection framework between 2005 and 2008

		2005–06	2006–07	2007–08	Totals
Key Stage 1	Grade 1	11	9	6	26
	Grade 2	58	27	43	128
	Grade 3	18	8	9	35
	Grade 4	2	0	2	4
Key Stage 2	Grade 1	11	10	3	24
	Grade 2	52	27	30	109
	Grade 3	23	16	20	59
	Grade 4	1	0	1	2
Key Stage 3	Grade 1	3	4	4	11
	Grade 2	17	9	6	32
	Grade 3	6	4	6	16
	Grade 4	0	0	1	1
Key Stage 4	Grade 1	2	4	3	9
	Grade 2	14	10	4	28
	Grade 3	5	5	2	12
	Grade 4	4	0	1	5
Post-16	Grade 1	4	3	2	9
	Grade 2	5	6	2	13
	Grade 3	1	0	2	3
	Grade 4	1	1	0	2

Annex 6: Summary of examination statistics

GCSE Religious Studies

	Total candidates 2004	A*-C%	A*-G%	Total candidates 2005	A*-C%	A*-G%	Total candidates 2006	A*-C%	A*-G%	Total candidates 2007	A*-C%	A*-G%
Anglesey		69.6	99.3		72.2	100.0	119	75.6	100.0	58	86.2	100.0
Blaenau Gwent												
Bridgend	288	68.4	96.5	354	66.9	97.7	326	71.3	96.3	427	71.2	98.1
Caerphilly	378	79.6	99.2	449	73.7	97.6	490	78.2	99.6	584	72.9	99.3
Cardiff	842	64.8	92.0	842	64.8	92.0	859	68.6	95.3		49.3	
Carmarthenshire	315	66.6	97.1	282	79.4	98.6	301			289	70.9	99.0
Ceredigion	83	72.3	100.0	100	84.0	99.0	100	84.0	99.0	115	79.1	99.1
Conwy	102	84.3	100.0	105	83.8	100.0	95	81.1	98.9	77	88.3	100.0
Denbighshire	302	69.5	97.4	358	63.7	97.8	345	70.7	97.7	311	70.4	98.1
Flintshire	284	63.0	97.2	332	57.8	97.6	261	71.3	99.6	169	62.1	98.2
Gwynedd		71.1	100.0		77.6	97.8	144	74.6	100.0	79	79.4	100.0
Merthyr Tydfil	158	73.6	93.2	190	72.6	96.6	119	70.4	99.0	200	69.0	99.0
Monmouthshire												
Neath Port Talbot	328	64.0	96.0	303	43.6	88.3	303	64.2	98.7	271	65.3	97.0
Newport	522	58.0	94.0	522	68.0	96.0	526	75.0	98.0	685	72.0	98.0
Pembrokeshire				138	82.6	99.6	138	84.0	100.0	127	66.5	99.3
Powys	90	71.1	100.0	149	87.9	100.0						
Rhondda Cynon Taff	537	60.7	95.3	508	56.7	92.1	597	62.8	95.5	624	65.4	97.8
Swansea	415	65.8	94.2	443	74.3	95.9	424	73.3	98.1	532	70.9	98.7
Torfaen	157	71.5	98.7	205	67.3	96.6	239	66.1	99.2	360	66.4	98.9
Vale of Glamorgan	234	70.9	98.7	284	77.8	99.6	258	83.7	99.2	300	75.3	98.7
Wrexham	199	71.4	98.5	142	71.1	99.3	184	70.0	97.8	261	69.3	100.0

GCSE Religious Studies Short Course

	Total candidates 2004	A*-C%	A*-G%	Total candidates 2005	A*-C%	A*-G%	Total candidates 2006	A*-C%	A*-G%	Total candidates 2007	A*-C%	A*-G%
Anglesey	18	83.3	88.9		82.6	100.0		81.2	100.0	207	87.9	100.0
Blaenau Gwent												
Bridgend	1037	62.7	96.1	1015	61.7	96.3	1069	57.1	94.9	1037	61.3	95.3
Caerphilly	1008	56.3	95.7	1093	54.7	95.7	1193	53.9	94.7	1013	54.4	92.2
Cardiff				1594	61.1	95.9	2037	63.7	93.0		71.1	
Carmarthenshire	571	64.3	96.0	611	71.0	98.2	531			604	70.0	98.8
Ceredigion	130	46.2	96.9	138	52.6	97.0	138	52.6	97.0	118	44.9	100.0
Conwy	156	51.9	96.2	286	78.7	96.3	250	67.6	95.6	491	52.1	95.9
Denbighshire	246	48.0	94.3	372	52.4	94.4	455	46.2	91.2	477	43.0	89.7
Flintshire	443	71.8	99.5	538	71.9	99.1	663	67.7	98.6	867	63.4	97.0
Gwynedd		42.9	97.6		78.6	96.4	126	74.6	100.0	163	88.3	100.0
Merthyr Tydfil	142	31.0	92.3	187	53.5	95.4	113	61.9	97.3	102	69.6	86.3
Monmouthshire												
Neath Port Talbot	503	41.1	92.9	417	52.2	96.3	390	68.1	97.4	457	61.7	97.1
Newport	840	47.0	90.0	950	45.0	90.0	993	57.0	94.0	1311	50.0	92.0
Pembrokeshire				744	65.0	96.8	790	58.3	94.8	815	64.3	96.0
Powys	611	80.5	99.8	693	75.5	97.1						
Rhondda Cynon Taff	1474	54.7	93.1	1578	50.3	95.9	1722	49.8	92.8	1655	51.1	94.8
Swansea	702	35.4	85.9	751	47.2	87.2	908	56.7	92.7	779	63.0	95.6
Torfaen	272	71.8	98.5	382	61.4	98.1	318	56.9	98.7	299	65.9	97.9
Vale of Glamorgan	739	60.6	96.3	905	69.3	98.2	945	66.5	97.6	1046	61.0	96.3
Wrexham	424	55.9	98.6	525	71.1	99.3	619	53.8	97.6	695	48.2	92.2

GCE A level

	Total candidates 2004	A-C%	A*-E%	Total candidates 2005	A-C%	A-E%	Total candidates 2006	A-C%	A-E%	Total candidates 2007	A-C%	A-E%
Anglesey	38	88.9	100.0	30	66.7	96.7	34	67.5	97.1	57	87.7	100.0
Blaenau Gwent												
Bridgend	61	73.8	100.0	74	67.6	98.6	76	73.7	98.7	92	73.9	97.8
Caerphilly	41	53.7	100.0	61	65.6	98.4	73	63.0	95.9	67	83.6	100.0
Cardiff				58	69.0	100.0	61	65.6	93.4		72.0	
Carmarthenshire	37	73.3	100.0	30	56.7	100.0	32			42	73.8	100.0
Ceredigion	27	56.6	92.6	24	62.5	95.8	24	62.5	95.8	10	60.0	98.5
Conwy	37	89.2	100.0	24	70.8	100.0	28	82.1	100.0	41	80.5	100.0
Denbighshire	27	77.8	100.0	35	60.0	100.0	42	54.8	100.0	58	69.0	94.8
Flintshire	20	55.0	100.0	28	60.7	96.4	22	54.5	95.5	28	78.6	100.0
Gwynedd	173	72.2	100.0	17	76.0	100.0	17	82.4	100.0	25	64.0	96.0
Merthyr Tydfil	21	85.7	100.0	26	73.1	100.0	32	56.3	100.0	22	81.8	100.0
Monmouthshire												
Neath Port Talbot	7	42.9	100.0	10	60.0	100.0	4	25.0	75.0	8	75.0	100.0
Newport	36		100.0	31	55.0	97.0	52	60.0	96.0	142	59.0	89.0
Pembrokeshire							35	64.0	100.0	50	76.9	98.7
Powys	29	62.1	93.1	27	65.1	98.2						
Rhondda Cynon Taff	91	69.2	93.4	85	65.9	97.6	99	65.5	94.9	86	67.8	95.6
Swansea	28	75.0	96.4	31	64.5	96.8	40	60.0	95.0	44	81.8	95.5
Torfaen	31	45.2	100.0	25		98.1	27		96.3	26		100.0
Vale of Glamorgan	37	78.4	94.6	37	70.3	83.8	25	80.0	100.0	29	76.0	100.0
Wrexham												

GCE AS level

	Total candidates 2004	A-C%	A*-E%	Total candidates 2005	A-C%	A-E%	Total candidates 2006	A-C%	A-E%	Total candidates 2007	A-C%	A-E%
Anglesey	41	53.7	90.2	49	51.0	87.08	68	73.5	97.1		72.6	94.5
Blaenau Gwent												
Bridgend												
Caerphilly	46	30.4	78.3	81	51.9	89.1	78	64.1	92.3	72	65.3	95.8
Cardiff												
Carmarthenshire				30						32		
Ceredigion												
Conwy												
Denbighshire												
Flintshire												
Gwynedd	18	38.9	83.3	45	65.5	95.0	26	38.5	65.4			
Merthyr Tydfil												
Monmouthshire												
Neath Port Talbot												
Newport	44		84.0	62	51.6	90.3	56	63.0	86.0	35	71.0	100.0
Pembrokeshire							68	53.0	79.8	55	69.0	83.0
Powys	3	33.3	100.0	22	40.9	95.5						
Rhondda Cynon Taff												
Swansea	68	71.2	95.7	83	70.1	93.7	72	77.4	96.6	51	64.5	93.6
Torfaen	42	33.3	88.1	25		95.2	37		87.9	37		91.9
Vale of Glamorgan	57	57.9	85.9	33	57.9	85.9	50	78.0	90.0	45	76.0	96.0
Wrexham	2			10	60.0	90.0				6	34.0	100.0

Annex 7: Resource lists and support materials sent to schools

Local authority	2004–05	2005–06	2006–07	2007–08
Anglesey				
Blaenau Gwent	<ul style="list-style-type: none"> Handbook to agreed syllabus 	<ul style="list-style-type: none"> Recommended resources list 	<ul style="list-style-type: none"> Handbook to agreed syllabus Handbook to agreed syllabus – early years update 	<ul style="list-style-type: none"> CD-ROM: Think Topic (Foundation Phase support material) Key Stage 2 units of work Bahá'í faith pastoral care leaflet RE Quest CD-ROM: Christianity Unpacked
Bridgend	<ul style="list-style-type: none"> Calendar of religious festivals 	<ul style="list-style-type: none"> Calendar of religious festivals RE Quest CD-ROM: What's it like to be a Christian? 	<ul style="list-style-type: none"> Calendar of religious festivals Holocaust Memorial Trust resources Intranet: Places of worship 	<ul style="list-style-type: none"> Calendar of religious festivals Handbook to Agreed Syllabus Resource list CD-ROM: schemes of work RE Quest CD-ROM: Christianity Unpacked Holocaust Memorial Trust resources
Caerphilly	<ul style="list-style-type: none"> Calendar of religious festivals Handbook of support materials and resource list Key Stages 1 and 2 assessment material 	<ul style="list-style-type: none"> Calendar of religious festivals RE Quest CD-ROM Information about Jerusalem Trust grants 	<ul style="list-style-type: none"> Calendar of religious festivals Holocaust Memorial Trust resources 	<ul style="list-style-type: none"> Calendar of religious festivals RE Quest CD-ROM Holocaust Memorial Trust resources CD-ROM: schemes of work Resource list Syllabus handbook
Cardiff	<ul style="list-style-type: none"> Handbook for RE subject leaders 			<ul style="list-style-type: none"> Bahá'í faith pastoral care leaflet

Local authority	2004-05	2005-06	2006-07	2007-08
Carmarthenshire	<ul style="list-style-type: none"> Exemplar schemes of work Cwricwllwm Cymreig materials County intranet and internet sites 	<ul style="list-style-type: none"> Exemplar schemes of work (updated) County intranet and internet sites 		<ul style="list-style-type: none"> County intranet and internet sites
Ceredigion	<ul style="list-style-type: none"> Exemplar schemes of work Cwricwllwm Cymreig materials County intranet and internet sites 	<ul style="list-style-type: none"> Exemplar schemes of work (updated) County intranet and internet sites 		<ul style="list-style-type: none"> County intranet and internet sites
Conwy		<ul style="list-style-type: none"> RE News 	<ul style="list-style-type: none"> RE News 	<ul style="list-style-type: none"> RE News GTCW CD-ROM: RE and ICT Comprehensive Guide for RE
Denbighshire				<ul style="list-style-type: none"> RE Quest CD-ROM GTCW CD-ROM: RE and ICT Comprehensive Guide for RE
Flintshire		<ul style="list-style-type: none"> RE News 	<ul style="list-style-type: none"> RE News 	<ul style="list-style-type: none"> RE News RE Quest CD-ROM GTCW CD-ROM: RE and ICT Comprehensive Guide for RE
Gwynedd				

Local authority	2004–05	2005–06	2006–07	2007–08
Merthyr Tydfil	<ul style="list-style-type: none"> Calendar of religious festivals Key Stage 1 and 2 assessment material Primary handbook: support materials and resource list Secondary handbook: support materials and resource list 	<ul style="list-style-type: none"> Calendar of religious festivals RE Quest CD-ROM: What's it like to be a Christian? Information about Jerusalem Trust grants 	<ul style="list-style-type: none"> Calendar of religious festivals Holocaust Memorial Trust resources 	<ul style="list-style-type: none"> Calendar of religious festivals CD-ROM: Schemes of work Handbook to agreed syllabus Resource list RE Quest CD-ROM: Christianity Unpacked Holocaust Memorial Trust resources
Monmouthshire		<ul style="list-style-type: none"> Recommended resources list Handbook to agreed syllabus 	<ul style="list-style-type: none"> Handbook to agreed syllabus 	
Neath Port Talbot				
Newport		<ul style="list-style-type: none"> RE Quest CD-ROM: Christianity Unpacked Information about Jerusalem Trust grants 	<ul style="list-style-type: none"> Holocaust Memorial Trust resources 	<ul style="list-style-type: none"> Support materials and schemes of work Holocaust Memorial Trust resources RE Quest CD-ROM: Christianity Unpacked
Pembrokeshire	<ul style="list-style-type: none"> Information sheets: Most frequently asked questions about RE Helpful hints for RE RE assessment grid 			<ul style="list-style-type: none"> E-portal materials CD-ROM
Powys	<ul style="list-style-type: none"> Intranet resources 	<ul style="list-style-type: none"> Model RE scheme of work Intranet resources 		

Local authority	2004–05	2005–06	2006–07	2007–08
Rhondda Cynon Taff	<ul style="list-style-type: none"> Calendar of religious festivals Primary handbook: support materials and resource list Secondary handbook: support materials and resource list Key Stages 1 and 2 assessment material 	<ul style="list-style-type: none"> Calendar of religious festivals RE Quest CD-ROM: What's it like to be a Christian? 	<ul style="list-style-type: none"> Calendar of religious festivals Holocaust Memorial Trust resources 	<ul style="list-style-type: none"> Calendar of religious festivals CD-ROM: schemes of work Resource list Syllabus handbook RE Quest CD-ROM: Christianity Unpacked Holocaust Memorial Trust resources Information about Mercy Ships
Swansea		<ul style="list-style-type: none"> RE Quest materials Information about Jerusalem Trust grants 	<ul style="list-style-type: none"> Information about DELLS publications Developing Thinking Skills, Assessment for Learning 	<ul style="list-style-type: none"> CD-ROM: schemes of work Resource list Syllabus handbook Holocaust Memorial Day Pack RE Quest CD-ROM: Christianity Unpacked
Torfaen		<ul style="list-style-type: none"> RE Quest CD-ROM: What's it like to be a Christian? Information about Jerusalem Trust grants 		<ul style="list-style-type: none"> CD-ROM: schemes of work Resource list Syllabus handbook RE Quest CD-ROM: Christianity Unpacked Holocaust Memorial Trust resources
Vale of Glamorgan			<ul style="list-style-type: none"> RE Quest CD-ROM: Christianity Unpacked Cardiff Exemplification of Standards guidelines 	<ul style="list-style-type: none"> Bahá'í Faith pastoral care leaflet
Wrexham				

Annex 8: INSET provision

Topics of INSET courses		
	Primary	Secondary
2004–05	<ul style="list-style-type: none"> • Primary coordinator training • Use of ICT in RE • Foundation Phase RE • Use of artefacts in the Foundation Phase • Using places of worship • Implementing the new syllabus • Collective worship • Use of ACCAC OAMs • Developing literacy through Bible stories • World faiths at Key Stage 1 • PSE and RE for the early years • Fun RE for under-fives • Enjoyable RE for Years 1 and 2 • Exciting RE for Key Stage 2 • Education for Sustainable Development, Global Citizenship and RE 	<ul style="list-style-type: none"> • Running the RE department • Use of ICT in RE • RE for NQTs and non-specialists • Using places of worship • Implementing the new syllabus • RE and cross-curricular themes • Key Stage 3 assessment • RE in the news • Self-evaluation and religious symbolism
	Key stage not specified: <ul style="list-style-type: none"> • Promoting global respect and cultural awareness • The replica mosque • Visit to a Hindu mandir • RE and basic skills 	

Topics of INSET courses

	Primary	Secondary
2005–06	<ul style="list-style-type: none"> • Active learning in RE • Making the most of your Jewish community • Making the most of your Christian community • Teaching Islam • Use of ICT in RE • Thinking across the humanities • Where in the World? Hindu workshop • Developing language through RE • Multi-faith awareness in the Foundation Phase • PSE and RE for the early years • Enjoyable RE for Years 1 and 2 • Exciting RE for Key Stage 2 • Church in Wales primary school training • Places of Worship tour 	<ul style="list-style-type: none"> • RE for NQTs and non-specialists • Accelerated learning through ICT • Use of ICT in RE • RE and thinking skills • Raising standards in Key Stage 4 RE and RS • Using film in RE • Network meetings • Places of worship
	Key stage not specified: <ul style="list-style-type: none"> • Thinking skills • The replica mosque • Art and spirituality 	
2006–07	<ul style="list-style-type: none"> • Primary coordinator training • Assessment in RE • Planning for RE • Foundation Phase • Use of ICT in RE • Collective worship • World religions in the primary classroom • Teaching and learning about Christian festivals • Developing language through RE 	<ul style="list-style-type: none"> • RE for NQTs and non-specialists • Assessment in RE • Heads of department seminar • Key Stage 3 assessment • Raising standards in Key Stage 4 RE and RS • Using places of worship
	Key stage not specified: <ul style="list-style-type: none"> • Multicultural and diversity • Godly play • Religion, art and music 	

Topics of INSET courses		
	Primary	Secondary
2007–08	<ul style="list-style-type: none"> • Thinking across the humanities • Assessment in humanities • Implementing the new syllabus • Developing literacy through Bible stories • Implementing the new Exemplar Framework • Primary network meeting 	<ul style="list-style-type: none"> • RE for NQTs and non-specialists • Teacher assessment in RE • Use of ICT in RE • Implementing the new syllabus • Developing oracy in RE lessons • RE and the world of work • Network meetings • Implementing the new Exemplar Framework • Self-evaluation in RE
	Key stage not specified: <ul style="list-style-type: none"> • Multicultural and diversity • Godly play • Collective worship • Judaism workshops • Promoting global respect and cultural awareness 	

Annex 9: Support for collective worship

	2004–05	2005–06	2006–07	2007–08
Anglesey	Guidelines on CYNNAL website			
Blaenau Gwent				
Bridgend	Primary INSET		Primary INSET	
Caerphilly	Primary INSET		Primary INSET	
Cardiff	Guidelines			
Carmarthenshire	Guidance booklet INSET courses Adviser support	Guidance booklet INSET courses Adviser support		INSET courses Adviser support
Ceredigion	Guidance booklet INSET courses Adviser support	Guidance booklet INSET courses Adviser support		INSET courses Adviser support
Conwy		Resources recommended Guidance documents New guidance on spiritual development being developed School-based INSET Visits by adviser Schools reminded of support of RE News and Welsh National Centre for RE	Resources recommended Guidance documents in schools School-based INSET Visits by adviser Guidance on spiritual development being developed Schools reminded of support of RE News and Welsh National Centre for RE	New guidance on spiritual development

	2004–05	2005–06	2006–07	2007–08
Denbighshire		Resources recommended Guidance documents School-based INSET	Resources recommended Guidance documents School-based INSET Schools reminded of support of RE News and Welsh National Centre for RE	New guidance on spiritual development Schools reminded of support of RE News and Welsh National Centre for RE
Flintshire		Resources recommended Guidance documents School-based INSET	Resources recommended Guidance documents School-based INSET Schools reminded of support of RE News and Welsh National Centre for RE	Resources recommended Guidance documents New guidance on spiritual development Schools reminded of support of RE News and Welsh National Centre for RE
Gwynedd				
Merthyr Tydfil	INSET course		INSET course	
Monmouthshire		Previous guidance documents under review		
Neath Port Talbot		Guidance	Support provided on planning and implementation	Support provided on planning and implementation Primary INSET
Newport	Primary INSET			
Pembrokeshire				

	2004–05	2005–06	2006–07	2007–08
Powys	<p>Primary INSET by 'best practice' school</p> <p>Summary of advice on good practice and areas of concern circulated to schools</p> <p>Intranet resources planned</p>	<p>Primary INSET by 'best practice' school</p> <p>Guidance in preparation</p> <p>Resources on Intranet</p>	Resources on Intranet	
Rhondda Cynon Taff	Secondary INSET		Primary INSET	
Swansea	<p>Primary INSET</p> <p>Secondary INSET</p>			
Torfaen	Primary INSET			
Vale of Glamorgan				
Wrexham	<p>School-based primary INSET</p> <p>Supplementary guidance produced by LEA adviser</p>	<p>Working party to produce updated guidance to schools</p> <p>INSET for clergy</p> <p>School-based secondary INSET</p>		School-based secondary INSET

Annex 10: Inspection reports and subsequent implementation for collective worship

	2004–05	2005–06	2006–07	2007–08
Anglesey	Positive features of collective worship commended in several schools	Positive features of collective worship commended in several schools	Positive features of collective worship commended in several schools	Positive features of collective worship commended in several schools
Blaenau Gwent	All primary schools comply with requirements; compliance with statutory requirements an area of concern in one secondary school	All primary schools comply with requirements Collective worship an agenda item for future SACRE meeting	Collective worship an agenda item for future SACRE meeting	Compliance with statutory requirements an area of concern in one school; School Improvement Officer to discuss with school and report back to SACRE Collective worship an agenda item for future SACRE meeting
Bridgend				All schools met statutory requirements
Caerphilly	All schools met statutory requirements Positive features of collective worship commended in several schools Action plans requested from schools where collective worship is a key issue for action	All schools except one met statutory requirements Letters of congratulation sent by SACRE Action plan requested from school that did not meet statutory requirements Positive features of collective worship commended in several schools	All schools except one met statutory requirements Letters of congratulation sent by SACRE Action plan requested from school that did not meet statutory requirements Positive features of collective worship commended in several schools	All schools met statutory requirements Letters of congratulation sent by SACRE

	2004–05	2005–06	2006–07	2007–08
Cardiff				
Carmarthenshire	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p>	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p>		<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p>
Ceredigion	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p>	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p>		<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p>
Conwy	<p>Positive features of collective worship commended in several schools</p> <p>Quality of acts of worship an area of concern in three schools</p> <p>Letters sent to schools commending good practice and offering support</p>	<p>Positive features of collective worship commended in several schools</p> <p>Policy document an area of concern in one school</p> <p>Letters sent to schools commending good practice and offering support</p>	<p>Positive features of collective worship commended in several schools</p> <p>Quality of acts of worship an area of concern in three schools; compliance with statutory requirements an area of concern in one school</p> <p>Letters sent to schools commending good practice and offering support</p>	<p>Positive features of collective worship commended in several schools</p> <p>Quality of acts of worship an area of concern in two schools</p> <p>Letters sent to schools commending good practice and offering support</p>

	2004–05	2005–06	2006–07	2007–08
Denbighshire	<p>Positive features of collective worship commended in several schools</p> <p>Compliance with statutory requirements an area of concern in one school</p> <p>Letters of congratulation sent by SACRE</p> <p>Support offered by LEA adviser</p>	<p>Positive features of collective worship commended in several schools</p> <p>Quality of acts of worship an area of concern in two schools; no policy a concern in one school</p> <p>Letters sent to schools commending good practice and offering support</p>	<p>Positive features of collective worship commended in some schools</p> <p>Quality of acts of worship an area of concern in two schools</p> <p>Letters sent to schools commending good practice and offering support</p>	<p>Positive features of collective worship commended in some schools</p> <p>Letters sent to schools commending good practice and offering support</p>
Flintshire	<p>Positive features of collective worship commended in several schools</p> <p>Compliance with statutory requirements an area of concern in five schools</p> <p>Letters of congratulation sent by SACRE</p> <p>Support offered by LEA adviser</p>	<p>Positive features of collective worship commended in several schools</p> <p>Compliance with statutory requirements an area of concern in two schools</p> <p>Letters sent to schools commending good practice and offering support</p>	<p>Positive features of collective worship commended in several schools</p> <p>Acts of worship an area of concern in one school</p> <p>Letters sent to schools commending good practice and offering support</p>	<p>Positive features of collective worship commended in several schools</p> <p>Letters sent to schools commending good practice and offering support</p>
Gwynedd	<p>Positive features of collective worship commended in several schools</p>	<p>Positive features of collective worship commended in several schools</p>	<p>Positive features of collective worship commended in several schools</p>	<p>Positive features of collective worship commended in several schools</p>

	2004–05	2005–06	2006–07	2007–08
Merthyr Tydfil		Letters of congratulations sent to schools with good reports Action plans requested from schools that do not meet statutory requirements	Letters of congratulations sent to schools with good reports Action plans requested from schools that do not meet statutory requirements	
Monmouthshire	Inspection reports analysed Positive features of collective worship commended in some schools Compliance with statutory requirements an area of concern in one school; problem discussed with LEA and requirement now met	Inspection reports analysed Compliance with statutory requirements an area of concern in one school; problem discussed with LEA and report pending	Inspection reports analysed Concerns raised about spiritual development in one primary school Compliance with statutory requirements an area of concern in one school; problem discussed with LEA and resolved Collective worship issues a focus of SACRE meeting	
Neath Port Talbot		Inspection reports discussed; majority of schools 'very good'	Inspection reports discussed; majority of schools 'very good'	Inspection reports discussed; majority of schools 'very good'

	2004–05	2005–06	2006–07	2007–08
Newport	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p> <p>Compliance with statutory requirements an area of concern in one school</p>	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p>	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p>	<p>Reports not analysed but on matter on the agenda for 2008</p>
Pembrokeshire	<p>Inspection reports analysed</p> <p>Collective worship a strength in 'almost all' schools</p>	<p>Inspection reports analysed</p> <p>Acts of worship commended in one school, criticised in two others</p>	<p>Inspection reports analysed</p> <p>Positive features of collective worship identified in three schools</p> <p>Compliance with statutory requirements an area of concern in one school</p>	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p>
Powys	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p> <p>Compliance with statutory requirements an area of concern in two schools</p>	<p>Inspection reports analysed and need to develop 'awe and wonder' identified</p>	<p>Inspection reports analysed and need to develop 'awe and wonder' identified</p>	

	2004–05	2005–06	2006–07	2007–08
Rhondda Cynon Taff	Compliance with statutory requirements an area of concern in three schools; LA requested to follow up and support schools	Letters of congratulations sent to schools	Letters of congratulations sent to schools Compliance with statutory requirements an area of concern in two schools; action plan requested	Letters of congratulations sent to schools
Swansea	Positive features of collective worship commended in several schools Compliance with statutory requirements an area of concern in one school; action plan requested	Letters of congratulations sent to schools Positive features of collective worship commended in several schools Compliance with statutory requirements an area of concern in one school; action plan requested	Letters of congratulations sent to schools Positive features of collective worship commended in several schools Compliance with statutory requirements an area of concern in one school; action plan requested	All schools met statutory requirements Letters of congratulations sent to schools
Torfaen	Positive features of collective worship commended in several schools	Letters of congratulations sent to schools with good reports	Positive features of collective worship commended in several schools Letters of congratulations sent to schools with good reports	Positive features of collective worship commended in several schools Letters of congratulations sent to schools with good reports
Vale of Glamorgan	Collective worship meets statutory requirements			

	2004–05	2005–06	2006–07	2007–08
Wrexham	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p> <p>Collective worship a key issue in two schools</p>	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p> <p>Letters sent to schools commending good practice and offering support</p> <p>Secondary schools to submit copies of their collective worship policies</p>	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p> <p>Compliance with statutory requirements an area of concern in one school</p> <p>Letters sent to schools commending good practice and offering support</p>	<p>Inspection reports analysed</p> <p>Positive features of collective worship commended in several schools</p> <p>Compliance with statutory requirements an area of concern in one school; detailed feedback requested from Estyn in order to address issues</p> <p>Letters sent to schools commending good practice and offering support</p>

Annex 11: Training and advice given to SACRE members

	2004–05	2005–06	2006–07	2007–08
Anglesey		Presentations: <ul style="list-style-type: none"> • Work of the National RE Centre (L Francis) • RE and ITC (<i>sic</i>) • RE Quest 	Presentation: <ul style="list-style-type: none"> • The National Exemplar Framework 	
Blaenau Gwent	Presentations: <ul style="list-style-type: none"> • New Inspection Framework • Foundation Phase Curriculum (R Palmer) 			
Bridgend	Presentation: <ul style="list-style-type: none"> • Role and Function of SACRE (C Thomas) 	Presentations: <ul style="list-style-type: none"> • RE Quest (V Thomas) • Visit to India (S Davies) • Local Strategic Partnership (H Hammond) 	Presentation: <ul style="list-style-type: none"> • The National Exemplar Framework (D Morris) 	Presentations: <ul style="list-style-type: none"> • European Forum for Teachers of Religious Education (C Thomas) • RE Quest (C Thomas) Information received: <ul style="list-style-type: none"> • Holocaust resources
Caerphilly	Presentations: <ul style="list-style-type: none"> • Role and Function of SACRE (V Thomas) • Post-16 Provision (H Marsh) • Holocaust Memorial Day (P Sass) 	Presentations: <ul style="list-style-type: none"> • Holocaust theme – One Person Can Make A Difference (V Thomas) • RE Quest Visit: <ul style="list-style-type: none"> • Methodist Church 	Presentations: <ul style="list-style-type: none"> • The National Exemplar Framework (D Morris) • Valleys Faith Forum (Rev V Rees) • Interactive Whiteboard Project (N Boardman, C Thomas) 	Presentations: <ul style="list-style-type: none"> • Implementing the Skills Framework (V Thomas) • The Revised Agreed Syllabus (V Thomas)

	2004–05	2005–06	2006–07	2007–08
Cardiff	<p>Presentations:</p> <ul style="list-style-type: none"> • Christian Aid (M Evans) • Judaism – Work of the Rabbi (Rabbi Wallenberg) • Islam (Abdalla Yassin Mohammed) <p>Information received:</p> <ul style="list-style-type: none"> • Anna Bergman Holocaust DVD 	<p>Presentation:</p> <ul style="list-style-type: none"> • Fitzalan High School (P Williams) <p>Information received:</p> <ul style="list-style-type: none"> • Virtual Tours CD-ROM 		
Carmarthenshire	<p>Presentations:</p> <ul style="list-style-type: none"> • Key Stage 1 bilingual resources • Farmington Fellowship (V Davies) <p>Information received:</p> <ul style="list-style-type: none"> • Artefact loan system 			<p>Presentation:</p> <ul style="list-style-type: none"> • RE Adviser presentation
Ceredigion	<p>Presentations:</p> <ul style="list-style-type: none"> • Key Stage 1 bilingual resources • Farmington Fellowship (V Davies) <p>Information received:</p> <ul style="list-style-type: none"> • Artefact loan system 			<p>Presentation:</p> <ul style="list-style-type: none"> • RE Adviser presentation

	2004–05	2005–06	2006–07	2007–08
Conwy	Presentation: <ul style="list-style-type: none"> • Visit to Uganda (RE Adviser) 			
Denbighshire	Presentations: <ul style="list-style-type: none"> • Secondary RE • Primary RE • Infant RE 			
Flintshire	Presentation: <ul style="list-style-type: none"> • Visit to Uganda (RE Adviser) 			
Gwynedd		Presentation: <ul style="list-style-type: none"> • RE Quest 	Presentation: <ul style="list-style-type: none"> • The National Exemplar Framework 	
Merthyr Tydfil	Presentation: <ul style="list-style-type: none"> • Roles and Responsibilities of SACRE (C Thomas) Visit: <ul style="list-style-type: none"> • Cyfarthfa High School 	Presentation: <ul style="list-style-type: none"> • RE Quest (C Thomas) Information received: <ul style="list-style-type: none"> • Holocaust resources 	Presentation: <ul style="list-style-type: none"> • Holocaust resources (H Barnett) 	Presentation: <ul style="list-style-type: none"> • European Forum for Teachers of Religious Education (C Thomas) Information received: <ul style="list-style-type: none"> • RE Quest • Holocaust resources
Monmouthshire	Presentation: <ul style="list-style-type: none"> • Monmouth Comprehensive School (S Perry-Phillips) 	Information received: <ul style="list-style-type: none"> • Bahá'í faith resources • RE Quest 		
Neath Port Talbot	Presentation: <ul style="list-style-type: none"> • Exploring Christianity Working Group 		Presentation: <ul style="list-style-type: none"> • Research by Dr Peter Lewis 	

	2004–05	2005–06	2006–07	2007–08
Newport	Presentations: <ul style="list-style-type: none"> • Use of STEP Intranet (G Morgan) • Role and Function of SACRE (V Thomas) • Bassaleg High School (C Owens) 	Presentation: <ul style="list-style-type: none"> • Use of RE Quest materials (V Thomas) Visit: <ul style="list-style-type: none"> • Salvation Army Citadel 	Presentation: <ul style="list-style-type: none"> • The National Exemplar Framework (D Morris) Visits: <ul style="list-style-type: none"> • St Woolos Cathedral • Christchurch Centre 	
Pembrokeshire		Presentations: <ul style="list-style-type: none"> • Farmington Fellowship • The Statutory Framework • Primary School Inspections 	Presentations: <ul style="list-style-type: none"> • The National Exemplar Framework (D Morris) • Standards and Provision of RE in Primary Schools (C Phillips) • RE in Secondary Schools 	
Powys		Information received: <ul style="list-style-type: none"> • O4 Project • RE Quest 	Information received: <ul style="list-style-type: none"> • RE Quest 	
Rhondda Cynon Taff	Presentations: <ul style="list-style-type: none"> • Active Learning Strategies • Role and Responsibilities of SACRE • Christian Wedding Project 	Presentations: <ul style="list-style-type: none"> • Post-16 Consortia Arrangements • Blaengwawr Comprehensive School – Key Stage 4 Options • One World Our World Project • RE Quest 	Presentations: <ul style="list-style-type: none"> • Pontypridd Overseas Network Trust • Teaching about the Holocaust • Cardinal Newman Mission Week • Learning from the Past (Judaism) Information received: <ul style="list-style-type: none"> • Holocaust Memorial Day 	Presentations: <ul style="list-style-type: none"> • European Forum for Teachers of Religious Education • Mercy Ships Visits: <ul style="list-style-type: none"> • Robertstown Mosque • Holocaust Memorial Service Information received: <ul style="list-style-type: none"> • RE Quest • Lessons from Auschwitz Programme

	2004–05	2005–06	2006–07	2007–08
Swansea	Visit: <ul style="list-style-type: none"> Clyne Chapel 	Presentations: <ul style="list-style-type: none"> RE Quest Holocaust theme – One Person Can Make A Difference (V Thomas) RE Training for NQTs (B Phillips) Information received: <ul style="list-style-type: none"> Holocaust Memorial Day 	Presentation: <ul style="list-style-type: none"> The National Exemplar Framework (D Morris) Visits: <ul style="list-style-type: none"> Synagogue Gurdwara Information received: <ul style="list-style-type: none"> Holocaust Memorial Day 	Presentation: <ul style="list-style-type: none"> RE Department, Cefn Hengoed School Information received: <ul style="list-style-type: none"> RE Quest Holocaust Memorial Day
Torfaen		Presentations: <ul style="list-style-type: none"> Holocaust Resources (V Thomas) RE Quest (V Thomas) Visits: <ul style="list-style-type: none"> Hollybush Primary School Greenlawn Primary School Information received: <ul style="list-style-type: none"> Holocaust Memorial Day 	Presentation: <ul style="list-style-type: none"> The National Exemplar Framework (D Morris) Visit: <ul style="list-style-type: none"> Llanyrafon Methodist Church 	Presentation: <ul style="list-style-type: none"> Implementing the Skills Framework (V Thomas) Visits: <ul style="list-style-type: none"> Croesyceiliog Infants School Coed Eva Junior School
Vale of Glamorgan	Presentation: <ul style="list-style-type: none"> Use of ACCAC OAM to teach about Easter (P Stanfield) 		Visit: <ul style="list-style-type: none"> Barry Mosque 	
Wrexham		Presentations: <ul style="list-style-type: none"> Spiritual Health and Urban Hope (L Francis) Bread of Heaven Project (D Coleman) Visits: <ul style="list-style-type: none"> St Giles Junior Ysgol Bryn Alaw Ysgol Clywedog Rhosnesni High School 		Presentations: <ul style="list-style-type: none"> Ysgol Bryn Alyn A level RS course (WJEC) Visits: <ul style="list-style-type: none"> Rhosddu Primary School Eyton Church in Wales VC School

Annex 12: References to ACCAC/DfES documents

Local authority	Optional Assessment Materials	National exemplar framework for RE: Consultation document	National exemplar framework for RE: Final document	Review of SACRE reports 2002–03 and 2003–04	Annual SACRE reports: Guidance on Focus and Structure	Developing Thinking and Assessment for Learning	Making the most of Learning	The Foundation Phase Framework	Exemplification of Standards at Key Stages 1 and 2	Exploring Questions in RE for Key Stage 3
Anglesey	Awareness raised in INSET sessions	Received and discussed	Received and welcomed							
Blaenau Gwent	Materials received and commended		LEA advised to broaden agreed syllabus to bring in line with the framework	Found to be a useful evaluative tool		Considered implications for RE	Considered advice			
Bridgend	Materials received and commended	Received and responded to		Considered report, recommended annual rather than biannual report						
Caerphilly		Received and responded to	Received and agreed syllabus is in line with this	Considered report, recommended annual rather than biannual report		Received				

Local authority	Optional Assessment Materials	National exemplar framework for RE: Consultation document	National exemplar framework for RE: Final document	Review of SACRE reports 2002–03 and 2003–04	Annual SACRE reports: Guidance on Focus and Structure	Developing Thinking and Assessment for Learning	Making the most of learning	The Foundation Phase Framework	Exemplification of Standards at Key Stages 1 and 2	Exploring Questions in RE for Key Stage 3
Merthyr Tydfil	Received and recommended to schools	Received and responded to		Considered report, recommended annual rather than biannual report	Received and discussed				Received and considered	
Monmouthshire	Received and recommended to schools	Received and responded to		Received and discussed					Received and responded to	
Neath Port Talbot										
Newport						Received and distributed to schools				
Pembrokeshire	Received	Received and responded to	Received	Received	Received				Received	
Powys	Received and recommended to schools		Received and agreed syllabus is in line with this							
Rhondda Cynon Taff	Received and recommended to schools	Received and responded to	Received and agreed syllabus is in line with this	Received and considered	Received and considered					

Local authority	Optional Assessment Materials	National exemplar framework for RE: Consultation document	National exemplar framework for RE: Final document	Review of SACRE reports 2002–03 and 2003–04	Annual SACRE reports: Guidance on Focus and Structure	Developing Thinking and Assessment for Learning	Making the most of learning	The Foundation Phase Framework	Exemplification of Standards at Key Stages 1 and 2	Exploring Questions in RE for Key Stage 3
Swansea		Received and responded to	Received	Considered report, recommended annual rather than biannual report						
Torfaen			Received	Considered report, recommended annual rather than biannual report						
Vale of Glamorgan			Received	Received and considered			Considered advice	Received and considered		
Wrexham	Received and recommended to schools		Received and agreed syllabus revised	Received and considered						