



Llywodraeth Cymru
Welsh Government

Review of SACRE Reports

2008–2009, 2009–2010 and 2010–2011

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2008–09, 2009–10 and 2010–11

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 practice and explore ways in which schools can be further supported in improving standards in religious education and collective worship.
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Additional copies	This document can be accessed from the Welsh Government website at www.learning.wales.gov.uk
Related documents	<i>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</i> (Welsh Assembly Government, 2011); <i>Religious education: Guidance for 14 to 19-year-olds</i> (Welsh Assembly Government, 2009); <i>National exemplar framework for religious education for 3 to 19-year-olds in Wales</i> (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 ways of supporting schools and raising standards in religious education and collective worship in Wales.

The vast 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 training (INSET) courses and by 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. From 2013–14 specialist subject support should continue to be offered by each consortium to ensure that standards are maintained. SACREs should also continue to advise their consortium about religious education support needed.

Seventeen SACREs provided statistical information relating to the public examination results of schools within their local authority. 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.

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

Nineteen SACREs listed support in the form of teaching resources that had been distributed to schools and some LAs monitor access to online materials, but little mention was made of procedures in place to evaluate their effectiveness.

In six 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 17 SACREs. Seven SACREs provided INSET courses on the subject of collective worship. Four 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 a very few, mainly 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 religious education and collective worship. The SACRE reports provide a means of sharing good practice, informing teachers about innovations and issues in religious education 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 religious education 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 number10/94: *Religious Education and Collective Worship*).

This review of SACRE reports covers the periods from September to August for the academic years 2008–09, 2009–10, and 2010–11.

At the time this report was compiled, SACRE reports were not available for review from Ceredigion, 2008–09, 2009–10, 2010–11; Cardiff 2008–09, 2010–2011; and Pembrokeshire, 2009–10 (supplementary information relating to SACRE reports can be found in Annex 1 on page 27).

Religious education

The locally agreed syllabus

Each local authority must adopt a locally agreed syllabus for religious education for all community schools, foundation schools and voluntary schools without a religious character, and review it every five years. (Those schools with a religious character are required to provide religious education 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). 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 convening conferences in 2008 and implementing revised agreed syllabuses between 2008 and 2011, aligned with the new *National exemplar framework for religious education for 3 to 19-year-olds in Wales*. They welcomed the fact that this framework would provide an element of consistency in religious education provision throughout Wales.

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. At the Powys Agreed Syllabus Conference the recommendation was made to the local authority that the Carmarthenshire Revised Agreed Syllabus for Religious Education, with minor adjustments, be adopted as the Powys Agreed Syllabus for Religious Education. This was approved and the Powys version was produced during 2010–11 and circulated to schools during the summer term 2011.

At the request of the SACREs, a 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 29).

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 advisors' personal contact and SACRE communication by letter. All SACREs are now invited to consider ways in which they might best support and monitor schools when continuing to implement their revised agreed syllabuses and how they will evaluate the success of that support.

Standards in religious education – School Inspection reports and other indicators

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 2009, Estyn revised its five-point grade descriptors, essentially moving the grade boundaries so that, for example, schools achieving a grade 2 under the old arrangements might only be awarded a grade 3 under the new reporting system. From September 2010, inspection arrangements were completely revised and standards in individual subjects are not now reported.

The standards achieved by schools in Wales under the pre-September 2010 inspection arrangements as noted in the SACRE reports are to be found in Annex 3 (see page 33). It should be noted that some SACREs did not include these standards in each of their annual reports.

The total grades awarded under the pre-September 2010 inspection arrangements as noted in the SACRE reports are to be found in Annex 4 (see page 37).

It will be seen that despite movement in grade boundaries, the total grades awarded for each key stage between 2008–10 have remained high.

DfES acknowledges the efforts made by SACREs, local authorities and schools to sustain the high standards demonstrated in these inspection grades.

In the inspection reports where religious education was inspected as a separate subject, many schools were described as having good and even outstanding features in their religious education curricula.

For primary schools, these strong points included:

- basic knowledge and understanding of Christian beliefs, Bible stories and festivals
- awareness of other world faiths and how lifestyles are affected by different religions
- empathy and respect towards the religious beliefs and opinions of other people
- effective understanding of the significance of religious ceremonies and festivals, the significance of places of worship and of the features within them
- an understanding of the meaning of worship and prayer
- use of appropriate vocabulary as they discuss their religious education work
- awareness of religious symbolism
- effective use of artefacts
- good use of ICT to obtain information
- ability to discuss current affairs such as the environment and fairness
- the breadth of knowledge and understanding which learners develop in relation to the subject
- discussion and reflection on moral issues
- the quality of the focus of learners on a range of concepts and moral issues.

For secondary schools, the following good features were noted.

- Most learners recall the main points of the rites or religious events they have studied.
- Many learners can clearly distinguish similarities and differences in religions and denominations.
- Most learners use religious terminology correctly.
- Many learners express views well and can put forward opinions on issues which raise profound spiritual and moral questions.
- Learners have a good understanding of a range of symbols and artefacts that are important to Christians.
- Good empathy skills.
- Learners understand that individual action can have far-reaching consequences.
- Learners with SEN make good progress in relation to their ability.
- Good creative skills are shown by many learners to describe and explain various rites of passage.
- Most learners understand the meaning of stewardship and mankind's responsibility for the care of the environment.
- In relation to the Sermon on the Mount, the Ten Commandments and the life of Mother Teresa, many learners in Year 11 understand the requirements regarding living a Christian life.

Some shortcomings were noted in a few of the inspection reports.

For primary schools, these included:

- a limited knowledge of religious stories told and their significance
- at Key Stage 2, superficial knowledge of elements and aspects of different religions
- insufficient knowledge or experience to develop their enquiry skills following visits to places of worship
- limited range of religious vocabulary

- learners' sense of enquiry and curiosity is not sufficiently developed in order for them to ask questions about religious beliefs and customs.

For secondary schools, the shortcomings included:

- learners do not consider the link between belief and action
- a few learners do not have well developed arguments or give enough supporting reasons when expressing personal viewpoints
- more able learners do not make sufficient progress because of a lack of challenge in their work
- content of work not detailed enough
- work not completed.

Most of the SACREs recorded that they had written to congratulate schools that received Grade 1 (Good with outstanding features) and to some achieving Grade 2 (Good features and no significant shortcomings) standards in religious education in their inspections. Some of these letters also reminded schools of the services of local authority officers, where they were available, and of available resources.

Where schools were noted to have been awarded Grade 3 or below, they were required to send a copy of their post-inspection action plans to their SACRE. Support was given by local authority professional officers in drawing up the action plans and reports on progress were made to the schools' governing bodies. Letters again reminded schools of available resources and relevant training opportunities.

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

- Anglesey and Gwynedd encourage schools to make use of the self-evaluation handbook and support provided by Cwmni Cynnal.
- Blaenau Gwent and Monmouthshire make effective use of the limited availability of a consultant who feeds back her knowledge of provision acquired through ongoing contact with schools through INSET and consultancy.

- Bridgend, Caerphilly, Merthyr Tydfil and Rhondda Cynon Taf supported by ESIS conduct an annual review and development programme of religious education.
- Caerphilly undertook a comprehensive review of 14 out of 16 schools as part of its Review and Development programme in 2010–11. The focus of the review was teaching and learning and assessment for learning in religious education. The LA and its SACRE were informed of the good outcomes of the review and each school was given a report on its strengths and recommended areas for development.
- Conwy, Denbighshire and Flintshire undertake a programme of monitoring and supportive reviews which focus on monitoring secondary schools and their consortia of primary schools over the course of a year. Over the period of the current review, all schools in the three local authorities were included in the programme.
- Pembrokeshire provide briefing sessions on monitoring standards, resulting in ongoing discussions in subsequent networking meetings.
- Powys continues to offer feedback to individual schools via letter regarding individual extracts from inspection reports and seeking where appropriate copies of action plans. There is annual circulation to all schools of examples of good practice and areas of concern.
- Wrexham SACRE noted that it has continued to develop its monitoring programme which results in a report fed back into schools. Wrexham schools receive a scheduled visit by representatives of Wrexham SACRE in order to monitor and evaluate religious education during the academic year. A written report is given to each school. Schools are encouraged to share their report with governing bodies and members of Wrexham SACRE are also given copies of the report.

Inspection procedures now place a strong emphasis on self-evaluation by schools. Eight of the SACREs (Anglesey, Caerphilly, Gwynedd, Merthyr Tydfil, Newport, Powys, Rhondda Cynon Taf and Vale of Glamorgan) requested that schools provide their self-evaluation reports when they are not inspected in a particular year or receive inspections where there is no RE-specific report.

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

- continuing to respond to the requirements of the curriculum and the new locally agreed syllabus
- developing learners' skills as they respond to more complex questions
- continuing to develop the ability of learners to express and justify their ideas and opinions about fundamental questions, according to their own investigations and experiences
- focusing on the ways in which belief is expressed creatively
- developing the element of reflection and create an appropriate ethos during the collective worship sessions
- giving learners a more prominent role in presenting collective worship sessions
- ensuring that the religious dimension of Wales is a focus of the religious enquiries
- creating a portfolio of levelled work
- mapping skills in the religious education curriculum
- developing monitoring within the whole-school policy.

End of Key Stage 3 level descriptions

Six SACREs included information about standards in religious education at Key Stage 3 through teacher assessment using locally agreed syllabus level descriptions.

Anglesey and Gwynedd presented their Key Stage 3 results as information only, until all schools had been through the verification process.

Bridgend, Caerphilly, Merthyr Tydfil, Rhondda Cynon Taf considered the level descriptions awarded and made comparisons with previous years.

14–19 provision

Two SACREs provided information on provision for 14 to 19 learners. In 2009–10 Newport SACRE conducted a survey of RE and RS at Key Stage 4 to identify how RE is delivered post-16, to monitor provision and to discover whether the national trend of increased uptake in RS at post-16 was applicable to Newport. In 2008–09 a letter commending the DCELLS publication *Religious education: Guidance for 14 to 19-year-olds* was sent to all secondary schools in Blaenau Gwent.

Spiritual, moral, social and cultural development (SMSC)

The inspection framework requires reports on the provision of SMSC, and most SACRE reports make specific mention of the strengths and shortcomings identified.

Some of the strengths highlighted in many schools are noted below.

- Effective personal and social education programmes.
- Circle time, religious education and class discussions about social, spiritual and moral issues form an integral part of school life.
- Learners make very good progress in their moral development.
- The exceptional quality of the ethos within the school enables learners to express and explore their viewpoints openly and honestly, and they respect the views of others.
- Learning experiences contribute particularly well towards developing the learners' personal, moral, spiritual, social and cultural development.
- Opportunities provided for learners to celebrate their special achievements.
- Opportunities provided for learners to reflect.
- Strong emphasis on values and a sense of community.
- Key Stage 1 learners care for those less fortunate than themselves and raise money for various charities.
- Significant contributions made by visiting clergy and other members of the community.

- Assemblies and form tutorials are used successfully to promote learners' spiritual and moral development.
- Class and year group assemblies allow learners and students to develop spiritually and the school's Christian Union group makes a useful contribution.
- Teachers foster spiritual and moral development using well-prepared presentations.
- Schools become the heart of the community.

Shortcomings in a few schools included:

- opportunities for learners to reflect upon spiritual issues were limited
- collective worship does not always contribute effectively to learners' spiritual development
- limitations in care, support and guidance
- opportunities for greater involvement of parents/carers in collective worship were limited.

DfES welcomes the work that SACREs carry out in monitoring standards and compliance issues. With changes that have occurred in inspection procedures, all SACREs are invited to advise local authorities on adopting effective ways of monitoring and supporting schools in implementing quality religious education for 3 to 19-year-olds in Wales. Self-evaluation procedures having become more important, all SACREs are invited to follow the current practice of many in evaluating these on an annual basis, contacting schools to offer support and/or request that learners are provided with their statutory religious education entitlement.

Examination results

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

Most of the SACREs have provided statistical information for the years covered by this review (see Annex 5 on page 38). There is, however, some variation in the level of detail provided by individual SACREs and because of this, information is not consistent across all the local authorities.

Boys' and girls' examination results were recorded separately by the SACREs for Anglesey, Carmarthenshire, Conwy, Denbighshire, Flintshire and Gwynedd. In some cases, no comment was made on the results, while others noted that in general girls performed better than boys. Anglesey and Gwynedd noted that training courses and school visits will explore the questions:

- Why do learners choose the subject? Why don't learners choose the subject? Why do more girls than boys choose the subject?
- How do departments administer and teach the subject?
- Which strategies should be trialled in order to narrow the gap between boys and girls?

In general, however, across Wales where gender differences were noted, it was not clear what strategies, if any, were being implemented in order to narrow the identified gap.

DfES therefore invites SACREs to explore where necessary strategies to narrow the gap in attainment between boys and girls in religious education examination results.

The results for the Entry Level Qualification were recorded by Bridgend, Merthyr Tydfil, Rhondda Cynon Taf and Swansea.

No examination results were provided by Cardiff, Monmouthshire and Pembrokeshire for the period of the current review.

The all-Wales examination statistics for the years covered by this review were as follows:

GCSE Full course A*–C:	A*–G
2008: 72%	98.7%
2009: 71.9%	98.7%
2010: 72%	99%
GCSE Short Course A*–C:	A*–G
2008: 59.7%	97.4%
2009: 59.2%	97.7%
2010: 62%	97.7%
GCE AS level A–C	A–E
2008: 63.1%	91.5%
2009: 62%	90.4%
2010: 48.1%	83%
GCE A level A–C:	A–E
2008: 75.7%	98.4%
2009: 79.7%	98.7%
2010: 78.5%	97.5%

The information provided by the SACREs shows that the entry figures for both GCSE and GCE A level are reasonably similar from year to year: some SACREs note small drops whilst others see small rises. This consistency was seen as encouraging by SACREs.

Actions arising from examination results

The vast majority of the SACREs that presented examination results indicated that they had considered and discussed these results in detail in their meetings. 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, many 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.

A number of SACREs recognised that more able learners were being entered for two Short Courses and their results were shown in the full course result with implications for the Short Course results.

Some South Wales SACREs followed up a dip in performance for the Short Course by writing to schools and drawing attention to this, reminding them to consider factors such as time allocation, staffing and resources and their impact upon standards.

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.

In 2010–11, Wrexham for example noted that whilst a high percentage of students still followed an examination course at religious education, there was a general concern that the small drop in numbers noted might be associated with the uptake of the Welsh Baccalaureate. Areas for development were identified as increasing the % A*–C for Short Course RS and also increasing the number of A* and A Grades in both the Full Course and Short Course.

Several SACREs urged caution in analysing statistics. Swansea for example noted that definitive conclusions cannot be drawn, particularly with regard to post-16 outcomes because the figures represent raw scores and do not necessarily reflect the selectivity of the entry, and in some cases the numbers are too small to be statistically significant.

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 and classroom materials

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

Methods of teaching

Many SACREs highlighted the extensive and focused support provided by local authority advisory services and consultants. They have helped schools develop programmes of study, teaching and assessment materials and in the provision of INSET. The contribution of these professionals was seen not only as an effective method of giving advice and sharing good practice when visiting schools, but also as a step towards monitoring provision. Examples given:

- Powys SACRE (2008–09) welcomed the actions of the authority in the identification of a number of schools in all sectors and phases that could be used as examples of good practice in demonstrating the use of new methodologies in the teaching of religious education.
- Blaenau Gwent SACRE (2009–10) encouraged schools to make use of the library service for the free loan of religious education books after receiving a report that 8 out of 28 primary schools were utilising this service. A list of stock resources suitable for religious education was established with the schools' library service.
- Pembrokeshire SACRE (2010–11) ensured that all schools received updated information sheets from their professional adviser highlighting new online resources provided by the group.

Evaluation of teaching methods

Although no formal evaluations of teaching methods were recorded in any reports, Blaenau Gwent, Conwy, Denbighshire and Flintshire reported that the evidence from their schools' supportive reviews suggested that support provided by the local authority advisory services was beneficial.

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 6 on page 42). These materials were distributed free of charge to schools. Conwy, Denbighshire and Flintshire stressed that this was not formal guidance but additional support since schools had a free choice, and that good practice and sharing forums have provided resources, showcased and shared across primary religious education coordinators.

Blaenau Gwent, Bridgend, Caerphilly, Denbighshire, Merthyr Tydfil, Monmouthshire, Pembrokeshire, Rhondda Cynon Taf, Swansea, Torfaen and Vale of Glamorgan ensured that a range of CD-ROMs and work packs obtained from a variety of organisations, notably those to do with the Jewish faith, was sent to each of their schools.

Bridgend, Caerphilly, Carmarthenshire, Merthyr Tydfil, Newport, Pembrokeshire, Powys, Rhondda Cynon Taf, Swansea, Torfaen and Vale of Glamorgan emphasised the range of useful resources available to schools on local authority and other websites.

In-service teacher training

The vast majority of SACREs noted that although funding was limited, some INSET was made available both to support the implementation of the locally agreed syllabus and provision for collective worship in each of the years covered by this review. Wrexham SACRE noted that it is increasingly difficult for generic religious education courses to be run across secondary schools as it is difficult for schools to release staff. The Learning and Teaching Advisers for RE responded to this by offering training specifically to departments and also by utilising the Quality Circles.

Pembrokeshire SACRE noted that due to changes in CPD in 2010–11 there were no religious education courses run at county level although a member of ESIS was available to visit individual schools based on need.

Needs for INSET are identified in a variety of ways: by inspection findings, local authority professional officers, schools-needs identification from self-evaluation processes, evaluation forms from INSET courses, and subjects suggested by local and national initiatives.

Annex 7 (on page 46) indicates the topics of INSET courses noted by SACREs during the period covered by this review.

Evaluation of INSET

Two SACREs, Blaenau Gwent and Monmouthshire, noted evaluations of their INSET courses by the participants. They used a five-point scale amplified by detailed written comments. Delegates responded very positively to the training received.

Anglesey, Bridgend, Caerphilly, Gwynedd and Rhondda Cynon Taf indicated numbers attending training sessions but provided no evaluations.

Initial teacher training

Whilst in the past Conwy, Denbighshire and Flintshire have enjoyed productive links with teacher-training establishments they note that in the years covered by this report no visits have been possible. Carmarthenshire continues to have productive links with University of Wales, Trinity Saint David and Swansea Metropolitan University, including the valuable provision of Welsh-medium training, given that the majority of Carmarthenshire schools deliver religious education through the medium of Welsh.

DfES welcomes the varied support provided by local authorities, including the work of school supportive reviews, INSET meetings and sharing forums. Teachers have been encouraged to familiarise themselves with new resources. DfES recommends that this evidence of good practice continues and develops, and that further measures are taken to monitor, evaluate and improve provision in order to sustain high 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

Fourteen 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. Seven SACREs recorded providing INSET courses for collective worship, although provision was not necessarily available in each academic year. Four SACREs stated that the services of their local authority advisory services were available to schools. Nine SACREs recommended resources, noting that many of these were available via their local authority website, and also signposting other relevant websites (Annex 8 on page 49) provides information about guidance provided by the SACREs).

Monitoring collective worship

During the reporting period, SACREs used inspection reports as a means of monitoring collective worship. In addition to analysing the religious education 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 9 on page 51).

Most SACREs informed members of Estyn's *Supplementary guidance: collective worship in non-denominational schools* which supports inspectors in inspecting collective worship in schools. The SACREs agreed that the guidance would be useful for schools and inspectors in addressing many of their queries and concerns in relation to collective worship.

In their 2008–09 reports, SACREs noted that they were informed of the changes to legislation regarding the right of withdrawal being extended to students in sixth forms in schools. They also considered the additional advisory guidance given by WASACRE, with the consent of the Minister for Education and Skills, to support schools in managing this change in a smooth, educational and positive way.

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

- the legal requirements for collective worship are met
- interesting daily collective worship sessions
- learners are given opportunities to contribute to the collective worship sessions
- acts of collective worship contribute very well to learners' understanding of moral and spiritual matters and help them to respect diversity, truth and justice
- significant contributions made to the acts of collective worshiping by visiting clergy and other members of the community
- acts of collective worship promote racial equality and respect for diversity well, through themes such as harvest festivals in countries around the world.

Shortcomings identified included:

- collective worship does not always contribute effectively to learners' spiritual development
- opportunities for learners to reflect upon spiritual issues were limited
- the focus on worship was sometimes lost.

Six SACREs reported that the analysis of inspection reports showed that some schools were not complying with the statutory requirements regarding collective worship. Most of these schools were secondary schools which were either not providing a daily act of worship or were providing sessions with a primarily moral focus and 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 during 2010–11:

Bridgend, Caerphilly, Carmarthenshire, Denbighshire, Flintshire, Merthyr Tydfil, Monmouthshire, Pembrokeshire, Powys, Rhondda Cynon Taf, Swansea, Torfaen and Vale of Glamorgan.

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

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, 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: training for SACRE members, 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 religious education curriculum in their schools. These included:

- Wrexham's *Tapestry of Life and Faith Festival* which took place during July 2009. Wrexham SACRE also received a paper from the Equalities Manager at Wrexham Council, prepared in conjunction with Wrexham Muslim Association entitled *Wrexham Muslim Community: Current issues, history and hopes for the future*. The purpose of this document was to begin the process of recording the history of Muslim people in Wrexham and setting out their aspirations for the future, which centred on establishing a Mosque or shared community facility in Wrexham.
- Blaenau Gwent reported in 2010–11 that a new learning campus was being developed within the authority with all sixth form provision being transferred from schools to the new centre. Concerns were raised regarding the loss of statutory religious education for sixth form students. It was hoped that the new centre would continue to provide opportunity for students to opt for Religious Studies and that it would build on the GCSE specifications used by the schools and take into account the current A level specifications that were studied and proving popular with students. SACRE communicated its concerns to the LA and hoped to engage in discussion with the new centre to encourage the best possible provision of religious studies.

- Schools and SACRE members from Bridgend, Merthyr Tydfil, Rhondda Cynon Taf and Vale of Glamorgan were joined by colleagues from Caerphilly in the Central South Consortium event held at Ty Dysgu in Treforest on 10 March 2011. This was very well attended by over 200 teachers, learners and SACRE members. It was an opportunity for schools and SACREs to celebrate together and showcase the good practice found in schools. There were a number of presentations and performances from primary and secondary schools in the consortium.

Training of SACRE members

To ensure that SACRE members are well informed about current educational matters, SACREs have provided them with information and training. Anglesey, Blaenau Gwent, Carmarthenshire, Gwynedd, Merthyr Tydfil, Torfaen and Vale of Glamorgan particularly emphasised the valuable support given to them by local authority professionals. Caerphilly, Cardiff, Carmarthenshire, Monmouthshire, Neath Port Talbot, Newport, Powys, Rhondda Cynon Taf, Swansea, Torfaen and Vale of Glamorgan received a range of presentations from subject professionals, visitors from faith and charitable organisations, and particularly from learners themselves.

Many SACREs commented on the valuable support received from WASACRE (For details see Annex 10 on page 54).

National issues

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 religious education in Wales.

In 2009–10, SACREs responded to the WASACRE survey entitled *SACREs and the Local Community* which sought information concerning representation on SACREs. The survey also addressed the relationship with Christian denominations and other religions and their denominations and SACRE involvement with local interfaith organisations and initiatives. WASACRE intended to produce a report mapping the relationship between Welsh SACREs and their local communities, enabling information, experiences and practises to be shared.

During 2008–09, SACREs were informed of developments and initiatives undertaken by or through the Department for Children, Education, Lifelong Learning and Skills. Many particularly appreciated the *National Conference in 14–19 RE* which included video conferencing between North Wales and Cardiff. Many SACREs also commended the *Religious education: Guidance for 14 to 19-year-olds* document.

Many SACREs reported that the National RE Festival in March 2011 celebrated the contribution of religious education to education and gave schools an opportunity to showcase good practice in religious education. SACREs ensured that schools were fully informed about the festival and a national website provided full details. A national event organised by WASACRE was held in Penarth on 2 March 2011 to launch the festival. Events were held across the country with a lot of time and effort devoted to the festival by SACREs and schools. Each celebration day culminated with a collective performance of the song 'Place of Trust' which had been specially commissioned for March 2011.

Events were well attended – the Central South Consortia event was attended by over 200 teachers, learners and SACRE members and over 86 per cent of Monmouth's learners attended at least one event. Ysgol Ffwydd Win in Anglesey was awarded first prize in the WASACRE competition.

The National RE Festival also helped develop and strengthen links with local faith communities to encourage and develop community cohesion. Events included exhibitions such as the exhibition on the *Life of Jesus* held in Blaenavon and organised by members of Torfaen SACRE. Monmouth School hosted the Archbishop of Canterbury during their celebrations. These events enabled local schools to celebrate religious education in schools alongside the work of the church in its community. The festival has had a big effect on Welsh schools, raising the wider profile of religious education and its legacy continues.

Most SACREs reported their involvement with the Holocaust Memorial Day events during the period of this report.

Wales was included in the *Lessons from Auschwitz* programme between 2009 and 2011 and many SACREs reported visits to Poland by learners.

Blaenau Gwent for example reported that the staff and 22 Year 13 A level students from the religious education department of Tredegar Comprehensive School visited Krakow in the Autumn term 2009. The visit was of high impact to the students and contributed significantly to their A level studies in Judaism and the Holocaust.

Caerphilly SACRE was invited to receive a presentation from students at Bedwas High School on their experiences during their visit to Auschwitz in 2010.

Most SACREs made mention of the *REsilience Project* managed by the RE council of England and Wales under contracts with DCELLS (Wales) and DCSF (England). Its purpose was to support teachers of religious education in maintained secondary schools, helping them develop confidence in handling contentious issues in the classroom, whilst also supporting the government's community-cohesion strategy. It was initiated to equip religious education teachers with the knowledge and skills to increase their confidence in addressing contentious issues which arise in classrooms – particularly those that relate to religion, belief, ethnicity, negative stereotyping and religious extremism. It funded support for departments and individuals to deal with such contentious issues through the use of a mentor to support each school, identifying a catalogue of resources, with 'gateway' documents giving a brief overview of a contentious issue and 'signposts' pointing to reliable and relevant resources for the teacher to research further.

Complaints

During 2009–10, one complaint was received in relation to religious education at a school in Powys and the SACRE assisted in addressing this matter.

DfES recognises that SACREs make significant contributions to local and national issues. 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 religious education for all learners.

Annex 1: Supplementary information relating to SACRE reports

Number of meetings held by SACREs

Each SACRE meets periodically throughout the year. The average number of meetings per year in the years covered by this report was three.

Three SACREs met four times.

Summary of agenda items discussed

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

2008–09	<ul style="list-style-type: none"> • Agreed syllabus implementation • WASACRE • Teaching, resources and teacher training • School inspections • Examination results • Collective worship • Development plan • INSET • Holocaust Memorial Day • RE Continuums for the Foundation Phase • Guidance to schools in relation to the changes in legislation for post-16 collective worship
2009–10	<ul style="list-style-type: none"> • Foundation phase • School self-evaluation • School inspections • Examination results • Key Stage 3 teacher assessments • Development plan • INSET • WJEC pilot Key Stage 3 moderation exercise • REsilience project
2010–11	<ul style="list-style-type: none"> • Annual SACRE report • WASACRE • School self-evaluation • Guidance for Key Stage 2 • School inspections • Examination results • Monitoring of standards • RE festival • REsilience project • Annual SACRE lecture

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 authority's schools
- local authority education departments and advisory services
- all other Welsh SACREs
- Church in Wales dioceses
- Free Church Federal Council
- Roman Catholic Church dioceses
- Evangelical Alliance
- National Library of Wales
- public libraries
- University of Wales, Trinity Saint David, Carmarthen
- Welsh National Centre for Religious Education, Bangor
- WASACRE
- teacher training institutions
- DfES
- ESTYN.

Annex 2: Support provided for agreed syllabus implementation

Local authority	Information in 2008–09 report	Information in 2009–10 report	Information in 2010–11 report	Evaluation of support
Anglesey	INSET Teaching materials School visits by adviser/advisory teacher	INSET Teaching materials School visits by adviser/advisory teacher	INSET Teaching materials Courses and visits to schools	By adviser/advisory teacher
Blaenau Gwent	Electronic copies distributed INSET	Electronic copies distributed INSET	Printed copies distributed Support materials INSET	To monitor over five years Positive responses to INSET from participants
Bridgend	INSET Support materials Key Stage 3 standards portfolio	INSET Support materials, including on Intranet and website	INSET Support materials, including on Intranet and website	INSETs well attended
Caerphilly	INSET Support and assessment materials, including schemes of work	INSET Support and assessment materials, including schemes of work	INSET Support and assessment materials, including schemes of work	INSETs well attended
Cardiff	No report	Key Stage 2 and Key Stage 3 INSET Visits by Advisory Teacher	No report	Primary INSETs well attended Key Stage 3 INSET not attended
Carmarthenshire	INSET Support materials Visits by Associate School Improvement Officer	Electronic and hard copies distributed Primary INSET Visits from RE Associate Adviser	INSET Teaching materials, including bilingual Visits from RE Associate Adviser Exemplar planning and assessment documents	INSETs on new syllabus give participants' confidence INSETs responding to shortcomings identified in Estyn reports graded 'very good' by majority of participants

Local authority	Information in 2008–09 report	Information in 2009–10 report	Information in 2010–11 report	Evaluation of support
Ceredigion	No report	No report	No report	
Conwy	INSET Recommended resources Visits by Adviser	INSET Visits by Adviser	INSET Guidance documents Visits by Adviser	By advisory visits and reports No formal evaluation of materials
Denbighshire	INSET Recommended resources Visits by Adviser	INSET Guidance documents Recommended resources Visits by Adviser	INSET Guidance documents Recommended resources Visits by Adviser	By adviser No formal evaluation of materials but INSETs 'well attended'. Schools found them 'useful and informative'
Flintshire	INSET Guidance documents Recommended resources Visits by Adviser	INSET Guidance documents Recommended resources Visits by Adviser	INSET Guidance documents Recommended resources Visits by Adviser	By adviser and reports from schools No formal evaluation of materials but schools say support is 'valued' and 'of benefit'
Gwynedd	INSET Support materials Visits by Adviser/Advisory Teacher	INSET Support materials Visits by Adviser/Advisory Teacher	INSET Support materials Visits by Adviser/Advisory Teacher	INSET well attended
Merthyr Tydfil	INSET Planning documents Exemplification materials Assessment training	INSET Exemplification materials Assessment training Assessment portfolio	INSET Exemplification materials Assessment training Cross-moderated assessment portfolio	Not stated

Local authority	Information in 2008–09 report	Information in 2009–10 report	Information in 2010–11 report	Evaluation of support
Monmouthshire	Electronic copies distributed INSET	Electronic copies distributed INSET Visits from Consultant	Printed copies distributed INSET Recommended resources Visits from Consultant	To monitor over five years Positive responses to INSET from participants
Neath Port Talbot	Not stated	Guidance documents Assistance in developing schemes of work Pilot moderation and levelling	Guidance documents including assessment and resources	Not stated
Newport	INSET Teaching and assessment exemplification materials	INSET Teaching and assessment exemplification materials	INSET Teaching and assessment exemplification materials	Not stated
Pembrokeshire	Support materials INSET support	No report	INSET Teaching and assessment materials including online	Briefing sessions well attended and resulted in further discussions
Powys	Not stated	Not stated	Revised agreed syllabus circulated to schools	Not stated
Rhondda Cynon Taf	INSET Teaching and assessment exemplification materials	INSET Teaching and assessment materials including online	INSET Teaching and assessment materials including online	Not stated

Local authority	Information in 2008–09 report	Information in 2009–10 report	Information in 2010–11 report	Evaluation of support
Swansea	INSET Planning and assessment exemplification materials	INSET Planning and assessment exemplification materials	INSET including secondary school assessment levelling	INSET take-up 'very good'
Torfaen	INSET Teaching and assessment exemplification material	INSET Teaching and assessment exemplification material	INSET, including Key Stage 3 assessment	Not stated
Vale of Glamorgan	INSET Key Stage 2 planning advice Key Stage 3 assessment advice	INSET Key Stage 2 assessment advice Key Stage 3 levelled portfolio	INSET	To monitor over five years
Wrexham	INSET Support materials Key Stage 2/3 assessment support	INSET Visits by Adviser	INSET Visits by Adviser	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 2010 inspection arrangements

Local authority	Number of schools where RE was inspected in 2008–10 under the pre-September 2010 arrangements	Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Anglesey	9	1	2	2	1		
		2	1	4			
		3		1			
		4		1			
		Post-16		1			
Blaenau Gwent	4	1	1		2	1	
		2	1		2	1	
		3					
		4					
		Post-16					
Bridgend	7	1	1	6			
		2	1	5			
		3		1	1		
		4		1	1		
		Post-16		1	1		
Caerphilly	11	1		8	1		
		2	1	10			
		3	1	1	1		
		4	1	1	1		
		Post-16	1				
Cardiff	12	1					
		2	2	6	1		
		3		3			
		4	1	2			
		Post-16		2			

Local authority	Number of schools where RE was inspected in 2008–10 under the pre-September 2010 arrangements	Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Carmarthenshire	18	1	1	11	2		
		2	2	10	3		
		3	1	2			
		4	2	1			
		Post-16		1			
Ceredigion	Not Stated						
Conwy	7	1		1			
		2		3			
		3	1	1			
		4	1	1			
		Post-16	1	1			
Denbighshire	8	1		5			
		2		4	1		
		3		1			
		4		1			
		Post-16		1			
Flintshire	10	1		6			
		2		7			
		3	1				
		4					
		Post-16					
Gwynedd	12	1		7			
		2	2	7			
		3					
		4					
		Post-16					

Local authority	Number of schools where RE was inspected in 2008–10 under the pre-September 2010 arrangements	Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Merthyr Tydfil	1	1					
		2		1			
		3					
		4					
		Post-16					
Monmouthshire	5	1		4	1		
		2		4	1		
		3					
		4					
		Post-16					
Neath Port Talbot	5	1		2	1		
		2		3	1		
		3			1		
		4		1			
		Post-16					
Newport	10	1	1	6			
		2	1	6	1		
		3	1	2	2		
		4	1		1		
		Post-16	1		1		
Pembrokeshire	2	1					
		2		2			
		3					
		4					
		Post-16					

Local authority	Number of schools where RE was inspected in 2008–10 under the pre-September 2010 arrangements	Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Powys	Not stated						
Rhondda Cynon Taf	11	1	1	5			
		2	1	5	3		
		3		5	1		
		4		5			
		Post-16	1	1	1		
Swansea	12	1		7	1		
		2	1	6	1		
		3		1	2		
		4		1	2		
		Post-16					
Torfaen	12	1	1	5	3		
		2	1	2	3		
		3		2			
		4		2			
		Post-16		1			
Vale of Glamorgan	5	1	1	2			
		2	1	1			
		3			1		
		4		1			
		Post-16			1		
Wrexham	Not stated						

Please note that figures shown above are based upon the information provided in the SACRE reports and entries for both 2008–09 and 2009–10 were not included in all reports.

Annex 4: Total grades awarded for each key stage under the pre-September 2010 inspection framework

		2008–09	2009–10
Key Stage 1	Grade 1	5	4
	Grade 2	48	31
	Grade 3	8	4
	Grade 4	1	0
Key Stage 2	Grade 1	9	6
	Grade 2	53	33
	Grade 3	10	7
	Grade 4	1	0
Key Stage 3	Grade 1	4	2
	Grade 2	9	11
	Grade 3	3	5
	Grade 4	0	0
Key Stage 4	Grade 1	4	3
	Grade 2	9	9
	Grade 3	2	2
	Grade 4	0	0
Post-16	Grade 1	3	2
	Grade 2	4	5
	Grade 3	2	1
	Grade 4	0	0

Please note that figures shown above are based upon the information provided in the SACRE reports and entries for both 2008–09 and 2009–10 were not included in all reports.

Annex 5: Summary of examination statistics

GCSE Religious Studies

	Total candidates 2008	A*-C%	A*-G%	Total candidates 2009	A*-C%	A*-G%	Total candidates 2010	A*-C%	A*-G%
Anglesey	155	83.9	100.0	125	86.4	100.0	81	74.1	96.3
Blaenau Gwent	609	53.3							
Bridgend	426	74.4	99.1	364	70.9	97.5	448	73.9	98.9
Caerphilly	521	68.5	99.4	630	72.9	99.7	575	76.9	99.8
Cardiff									
Carmarthenshire	275	77.8	100.0	266	74.8	99.2	258	69.4	99.2
Ceredigion									
Conwy	156	84.0	98.7	129	82.2	99.2	233	81.5	100.0
Denbighshire	288	77.1	99.7	383	81.7	99.5	411	75.8	100.0
Flintshire	222	78.4	100.0	284	81.7	100.0	344	76.7	99.7
Gwynedd	197	74.6	99.5	113	83.2	99.1	139	82.0	97.1
Merthyr Tydfil	258	57.8	98.8	227	57.7	94.3	209	66.0	96.2
Monmouthshire									
Neath Port Talbot	305	86.0	100.0	177	75.0	96.0	368	70.0	99.0
Newport	693	79.0	99.0	616	75.0	99.0	643	78.0	99.0
Pembrokeshire									
Powys	237	81.9	99.6	237	77.6	99.6	247	71.7	100.0
Rhondda Cynon Taf	787	61.9	98.0	819	62.6	97.8	857	68.4	97.3
Swansea	567	75.5	97.7	469	67.0	98.3	579	72.5	97.9
Torfaen	422	89.3	96.9	437	67.3	98.4	316	77.3	99.4
Vale of Glamorgan	389	65.6	95.7	391	72.0	100.0	365	76.0	99.0
Wrexham	270	76.0	99.7	220	72.0	100.0	243	75.0	99.0

GCSE Religious Studies Short Course

	Total candidates 2008	A*-C%	A*-G%	Total candidates 2009	A*-C%	A*-G%	Total candidates 2010	A*-C%	A*-G%
Anglesey	125	78.4	99.2	108	78.7	100.0	206	81.1	100.0
Blaenau Gwent									
Bridgend	1106	59.1	97.9	914	55.6	97.8	960	61.4	97.9
Caerphilly	1338	55.0	96.6	1290	57.5	96.7	1295	58.5	96.4
Cardiff									
Carmarthenshire	747	68.8	98.4	725	72.0	99.4	957	70.3	98.6
Ceredigion									
Conwy	385	69.6	98.2	411	53.0	96.0	685	58.3	98.4
Denbighshire	467	43.3	97.4	573	52.9	96.0	330	33.9	96.7
Flintshire	957	62.4	97.3	1083	59.7	98.4	1101	57.3	99.4
Gwynedd	158	63.9	98.1	221	74.2	100.0	546	74.4	100.0
Merthyr Tydfil	123	65.0	99.2	307	57.0	92.2	266	57.5	96.6
Monmouthshire									
Neath Port Talbot	562	62.0	97.0	878	58.0	98.0	662	58.0	98.0
Newport	1227	54.0	96.0	959	53.0	97.0	991	58.0	97.0
Pembrokeshire									
Powys	991	62.6	95.0	1152	70.6	99.3	1243	63.8	98.6
Rhondda Cynon Taf	1654	51.5	96.9	1815	47.2	96.9	1930	52.1	96.0
Swansea	830	53.6	96.5	741	57.1	96.5	779	51.5	96.7
Torfaen	504	61.1	93.5	350	42.0	93.1	440	58.9	97.7
Vale of Glamorgan	1001	73.1	98.7	1046	73.0	99.0	947	73.0	99.0
Wrexham	812	46.0	99.0	963	49.0	98.0	790	46.0	96.0

GCE A level

	Total candidates 2008	A*-C%	A*-E%	Total candidates 2009	A*-C%	A*-E%	Total candidates 2010	A*-C%	A*-E%
Anglesey	54	90.7	100.0	60	80.0	98.3			
Blaenau Gwent		75.6	92.6						
Bridgend	89	77.5	98.9	86	81.4	96.5	110	76.4	99.1
Caerphilly	52	88.5	100.0	67	90.3	100.0	73	84.9	97.3
Cardiff					75.1				
Carmarthenshire	49	79.6	100.0	39	82.1	100.0	77	90.9	100.0
Ceredigion									
Conwy	27	85.2	100.0	35	57.1	97.6	46	78.3	97.8
Denbighshire	63	77.8	100.0	66	86.4	100.0	55	60.0	98.2
Flintshire	43	55.8	100.0	38	86.8	100.0	46	69.5	100.0
Gwynedd	8	62.5	75.0	14	71.4	100.0			
Merthyr Tydfil	26	65.4	96.2	37	67.6	97.3	46	76.1	95.7
Monmouthshire									
Neath Port Talbot	19	46.0	92.0	12	67.0	92.0	15	67.0	87.0
Newport	65	66.0	97.0	68	72.0	99.0	56	86.0	98.0
Pembrokeshire									
Powys	53	73.6	100.0	54	98.1	100.0	48	91.7	100.0
Rhondda Cynon Taf	103	68.9	98.1	126	70.6	99.2	105	68.6	90.5
Swansea	41	75.6	100.0	28	82.1	100.0	59	81.4	98.3
Torfaen	38		100.0	53	27.5	100.0	50	22.0	98.0
Vale of Glamorgan	33	93.9	100.0	42	91.0	100.0	43	91.0	100.0
Wrexham							2	50.0	100.0

GCE AS level

	Total candidates 2008	A*-C%	A*-E%	Total candidates 2009	A*-C%	A*-E%	Total candidates 2010	A*-C%	A*-E%
Anglesey	78	76.9	97.4	63	74.6	96.8			
Blaenau Gwent	68	66.2	88.3						
Bridgend									
Caerphilly	71	70.4	100.0	101	71.3	95.0	122	71.3	95.9
Cardiff									
Cardiff									
Cardiff									
Carmarthenshire	57			36			26		
Ceredigion									
Conwy									
Denbighshire									
Denbighshire									
Flintshire									
Gwynedd	13	38.5	92.3	21	42.9	90.5			
Merthyr Tydfil									
Monmouthshire									
Monmouthshire									
Neath Port Talbot									
Newport	185	55.0	92.0	96	72.0	97.0	78	69.0	100.0
Pembrokeshire									
Pembrokeshire									
Powys	58	81.0	94.8	56	85.7	100.0	95	72.6	91.6
Rhondda Cynon Taf									
Swansea	26	73.1	92.3	32	43.8	87.5	99	69.7	92.9
Torfaen	85		94.1	47	25.0	97.9	95	7.4	91.5
Vale of Glamorgan	55	68.5	98.1	53	71.0	96.0	71	72.0	94.0
Wrexham							21	28.6	90.0

Annex 6: Resource lists and support materials sent to schools

Local authority	2008–09	2009–10	2010–11
Anglesey	<ul style="list-style-type: none"> Cwmni Cynnal self-evaluation handbook 	<ul style="list-style-type: none"> Cwmni Cynnal self-evaluation handbook 	<ul style="list-style-type: none"> Cwmni Cynnal self-evaluation handbook and online template Cwmni Cynnal Moodle
Blaenau Gwent	<ul style="list-style-type: none"> Agreed syllabus support materials CD-ROM: <i>Judaism, a Way of Life</i> CD-ROM: <i>Dadbacio Cristnogaeth</i> List of free resources available 	<ul style="list-style-type: none"> Library resource lists Contact list of places of worship Calendar of religious festivals Web pages BBC-DELLS eclips RE News 	<ul style="list-style-type: none"> Toolbox of Ideas for Celebrating RE Baha'i Pilgrimage PowerPoint Skills ladders
Bridgend	<ul style="list-style-type: none"> Agreed syllabus support materials Calendar of religious festivals CD-ROM: <i>Judaism, a Way of Life</i> CD-ROM: <i>Dadbacio Cristnogaeth</i> Holocaust Memorial Day pack: <i>Stand up to Hatred</i> Electronic copy of: <i>Hallelujah! It's Halloween</i> 	<ul style="list-style-type: none"> Calendar of religious festivals Internet sites 	<ul style="list-style-type: none"> Calendar of religious festivals Internet sites Key Stage 3 Progress in learning
Caerphilly	<ul style="list-style-type: none"> Calendar of religious festivals Holocaust Memorial Day pack: <i>Stand up to Hatred</i> CD-ROM: <i>Judaism, a Way of Life</i> 	<ul style="list-style-type: none"> Calendar of religious festivals Internet sites 	<ul style="list-style-type: none"> Calendar of religious festivals Internet sites
Ceredigion			
Cardiff		<ul style="list-style-type: none"> RE loan service list 	

Local authority	2008–09	2009–10	2010–11
Carmarthenshire	<ul style="list-style-type: none"> • Planning documents • Bilingual classroom materials • County website 	<ul style="list-style-type: none"> • Big books for Key Stage 1 • Bilingual classroom materials • Artefact loans • County website 	<ul style="list-style-type: none"> • Bilingual classroom materials • Artefact loans • County website
Conwy	<ul style="list-style-type: none"> • RE news 	<ul style="list-style-type: none"> • Guidance documents; <i>A Comprehensive Guide to RE and That's the Spirit</i> 	<ul style="list-style-type: none"> • RE in the Foundation Phase
Denbighshire	<ul style="list-style-type: none"> • <i>A Comprehensive Guide to RE</i> • CD pack on Christianity from RE Quest • CD: <i>RE and ICT</i> 	<ul style="list-style-type: none"> • RE News 	<ul style="list-style-type: none"> • RE in the Foundation Phase • Transition unit materials for Year 6 and 7
Flintshire	<ul style="list-style-type: none"> • Spiritual Development in the School and the Classroom • RE News 	<ul style="list-style-type: none"> • RE News 	<ul style="list-style-type: none"> • Re in the Foundation Phase
Gwynedd	<ul style="list-style-type: none"> • <i>Religious education: Guidance for 14 to 19-year-olds</i> • BBC clips – information booklet, lesson plans, video clips • Dare2Engage 	<ul style="list-style-type: none"> • Cwmni Cynnal self-evaluation handbook 	<ul style="list-style-type: none"> • RE News, including articles by Gwynedd teachers
Merthyr Tydfil	<ul style="list-style-type: none"> • Calendar of religious festivals • CD-ROM: <i>Dadbacio Cristnogaeth</i> • Holocaust Memorial Day pack: <i>Stand up to Hatred</i> • CD-ROM: <i>Judaism: A Way of Life</i> 	<ul style="list-style-type: none"> • Calendar of religious festivals • Internet sites 	<ul style="list-style-type: none"> • Calendar of religious festivals • Key Stage 2 document <i>Progress in Learning for religious education</i> • Internet sites

Local authority	2008–09	2009–10	2010–11
Monmouthshire	<ul style="list-style-type: none"> • Foundation phase material: <i>Think Topic</i> • Key Stage 2 and 3 support material • CD-ROM: <i>Dadbacio Cristnogaeth</i> • CD-ROM: <i>Judaism: A Way of Life</i> • Library loan service list 	<ul style="list-style-type: none"> • SACRE newsletter • RE News • Contact list for visits and visitors • BBC-DELLS eclips 	<ul style="list-style-type: none"> • Skills ladders • Toolbox of Ideas • <i>Baha'i: Exploring Virtues and Human Characteristics</i> • SACRE newsletter • RE News • Guidance on visits and visitors
Neath Port Talbot	<ul style="list-style-type: none"> • INSET • RE News 	<ul style="list-style-type: none"> • RE News 	<ul style="list-style-type: none"> • Agreed Syllabus Guidance Booklet • RE News
Newport	<ul style="list-style-type: none"> • Holocaust Memorial Day pack: <i>Stand up to Hatred</i> • CD-ROM: <i>Judaism: A Way of Life</i> 	<ul style="list-style-type: none"> • Internet sites 	<ul style="list-style-type: none"> • Internet sites
Pembrokeshire	<ul style="list-style-type: none"> • Support materials for new agreed syllabus • CD-ROM Foundation Phase • CD-ROM Key Stage 2 • All materials also available online 		<ul style="list-style-type: none"> • Study of Islam • Christian Festivals of Easter (nursery to Year 6) • All materials also available online
Powys	<ul style="list-style-type: none"> • Internet sites • Examples of good practice 	<ul style="list-style-type: none"> • Internet sites 	<ul style="list-style-type: none"> • Internet sites • Online library

Local authority	2008–09	2009–10	2010–11
Rhondda Cynon Taf	<ul style="list-style-type: none"> • Calendar of Religious Festivals • Holocaust Memorial Day pack: <i>Stand up to Hatred</i> • CD-ROM: <i>Judaism, a Way of Life</i> • CD-ROM: <i>Dadbacio Cristnogaeth</i> • Contact list of places of worship 	<ul style="list-style-type: none"> • Calendar of religious festivals • Internet sites 	<ul style="list-style-type: none"> • Calendar of religious festivals • Internet sites
Swansea	<ul style="list-style-type: none"> • Key Stage 3 assessment portfolio • Holocaust Memorial Day pack: <i>Stand up to Hatred</i> • CD-ROM: <i>Judaism, a Way of Life</i> 	<ul style="list-style-type: none"> • Internet sites 	<ul style="list-style-type: none"> • Internet sites
Torfaen	<ul style="list-style-type: none"> • Key Stage 3 assessment portfolio • Holocaust Memorial Day pack: <i>Stand up to Hatred</i> • CD-ROM: <i>Judaism, a Way of Life</i> 	<ul style="list-style-type: none"> • Internet site • Royal British Legion resource pack and DVD 	<ul style="list-style-type: none"> • Internet sites
Vale of Glamorgan	<ul style="list-style-type: none"> • <i>Pastoral Care of Jewish Children in Schools</i> booklet • <i>Pastoral Care of Baha'i Children in Schools</i> booklet • CD-ROM: <i>Judaism, a Way of Life</i> 	<ul style="list-style-type: none"> • Internet sites 	<ul style="list-style-type: none"> • Internet sites
Wrexham	<ul style="list-style-type: none"> • RE Centre Drop-in arrangements 	<ul style="list-style-type: none"> • RE Centre Drop-in arrangements 	<ul style="list-style-type: none"> • RE Centre Drop-in arrangements

Annex 7: INSET Provision

Topics of INSET courses		
	Primary	Secondary
2008–09	<ul style="list-style-type: none"> • Responding to new agreed syllabus • RE enquiries with Key Stage 2 learners • Help, I'm a subject coordinator: developing the role • The revised agreed syllabus for RE • RE in the Foundation Phase • Securing teacher assessment in RE • Sharing good practice: ICT and RE • Thinking through the humanities: next steps • Phase 2: Revisiting the agreed syllabus at Key Stage 2 • Collective worship in the primary school • Developing thinking skills in RE at Key Stage 2 • Using persona dolls in RE in the Foundation Phase 	<ul style="list-style-type: none"> • Developing the contribution of RE to the skills strategies • Teachers' assessments at Key Stage 3 • Developing personal enquiries into religion in the local area, in Britain and the world • Using problem-solving techniques, critical, creative and intuitive thinking to explore preconceptions, possibilities/explanations • RE for newly qualified teachers and non-specialist teachers • What's new: heads of department meeting • Securing teacher assessment in RE • Sharing good practice of ICT in RE • Religion in the locality and in Wales • RE for NQTs

Topics of INSET courses		
	Primary	Secondary
2009–10	<ul style="list-style-type: none"> • Assessment for learning in the humanities • Philosophy for children (Level 1) – a two day course • A cross curricular course: humanities and ESDGC • Working in partnership with other organisations • RE in the Foundation Phase • Securing teacher assessment in RE • RE and ICT • Thinking through the humanities • Revisiting the agreed syllabus at Key Stage 2 • Philosophy for children • Developing thinking and enquiry skills in the humanities • Developing the three skills in RE: engage, explore and express • The place of RE in the ESDGC framework • Implementing the agreed syllabus in Key Stage 2 • Assessment for learning in the humanities 	<ul style="list-style-type: none"> • Supporting Key Stage 3 learners to make progress in their RE skills • How good are our practices? Aiming for excellence • Responding to learners' additional educational needs • Using ICT to improve subject skills and RE skills • Responding to controversial issues in the classroom • Developing cross-curricular activities • RE for NQTs • RE and ICT • What's new: heads of department meeting • Securing teacher assessment at Key Stage 3 • Networking for secondary school heads of RE • How good are our practices? Aiming for excellence • Devising a portfolio at Key Stage 3

Topics of INSET courses

	Primary	Secondary
2010–11	<ul style="list-style-type: none"> • Developing learners' RE skills through effective use of the local place of worship • Philosophy for children (Level 1) • 'Change' – a theme for RE, geography and history • Self evaluating standards in RE, geography and history • Reviewing the portfolio (RE, geography and history) • RE in the Foundation Stage • Thinking Skills in Key Stage 2 • Sharing good practice: ICT and RE • What do we know about Islam? • RE for the newly appointed coordinator • A novel approach: RE, history, English • We're going on a journey: RE, history, geography 	<ul style="list-style-type: none"> • Developing aspects of literacy in RE activities • Making judgements on the achievement of Key Stage 3 learners • Statutory RE for 14+ learners • Responding to controversial issues in the classroom • RE for NQTs • Sharing good practice: ICT and RE • What's new? Heads of department meetings • Better RE: raising standards of learning and assessment through creative and thoughtful RE • Key Stage 3 assessment issues • Compiling portfolios for levelling Key Stage 3

Annex 8: Support for collective worship

	2008–09	2009–10	2010–11
Anglesey	Guidance booklet	Guidance booklet	Guidance booklet
Blaenau Gwent	Guidance documents INSET	Updated guidance documents	Guidance documents Website
Bridgend	INSET	LA website guidance	LA website guidance
Caerphilly	LA website guidance INSET	LA website guidance	LA website guidance
Cardiff			
Carmarthenshire	INSET and visits by advisory team	LA website guidance	LA website guidance
Ceredigion			
Conwy	Guidance documents Advisory team support	Guidance documents	Guidance documents
Denbighshire	Guidance documents	Guidance documents	Guidance documents
Flintshire	Guidance documents	Guidance documents	Guidance documents
Gwynedd	Guidance documents Advisory team support	Guidance documents Advisory team support	Guidance documents Advisory team support
Merthyr Tydfil	INSET Guidance documents	LA website guidance	LA website guidance
Monmouthshire	Guidance documents INSET	Updated guidance documents	Guidance documents
Neath Port Talbot	Primary INSET	Primary INSET Website resources	Website resources
Newport	Guidance documents	Website resources	Website resources
Pembrokeshire	Website resources		Website resources
Powys	Revised guidance booklet	Booklet published electronically	Electronic resources SACRE members attendance and support

	2008–09	2009–10	2010–11
Rhondda Cynon Taf	INSET LA website	LA website	INSET LA website
Swansea	INSET Guidance documents	INSET Guidance documents	INSET Guidance documents
Torfaen	LA and other websites Guidance documents	LA and other websites Guidance documents	LA and other websites Guidance documents
Vale of Glamorgan	Guidance documents	Website resources	Website resources
Wrexham	Guidance documents and resource room	Guidance documents and resource room	Guidance documents and resource room

Annex 9: Inspection reports and subsequent implementation for collective worship

	2008–09	2009–10	2010–11
Anglesey	Positive features of collective worship commended in most schools	Lively and interesting collective worship in most schools	All schools compliant; self evaluation has been requested
Blaenau Gwent	All schools compliant	All schools compliant and letters of congratulation sent; progress monitored when applicable	Where positive references to religious education mentioned in inspection, letters of congratulation are sent; follow-up advice available as appropriate
Bridgend	Positive features of collective worship commended in most schools	Positive features of collective worship commended in all schools	All schools compliant
Caerphilly	All schools compliant	Positive features of collective worship commended in many schools	All schools compliant; self evaluation has been requested
Cardiff		All schools compliant	
Carmarthenshire	All schools compliant; positive features noted	Statutory requirements met in all but one school	All schools compliant; positive features noted
Ceredigion			
Conwy	All schools compliant; letters of congratulation were sent and assistance offered with shortcomings	All schools compliant; letters of congratulation were sent and assistance offered with shortcomings	All schools compliant; letters of congratulation were sent and assistance offered with shortcomings
Denbighshire	Most schools compliant; two schools not compliant to have support from adviser	All schools compliant	All schools compliant
Flintshire	All schools compliant	Two schools not compliant to have support from adviser	One school not compliant to have support from adviser

	2008–09	2009–10	2010–11
Gwynedd	All schools compliant	All schools compliant; letter of congratulations sent; self evaluation received from 11 schools indicating full compliance	All schools compliant; self evaluation has been requested
Monmouthshire	All schools compliant	One school not compliant; LA School Improvement Officer to assist	All schools compliant and letters of congratulation sent
Neath Port Talbot	All schools compliant; additional support provided as necessary	All schools compliant; additional support provided as necessary	All schools compliant; additional support provided as necessary
Newport	All schools compliant; letters sent congratulating these schools; support provided to schools when necessary to produce an action plan as well as INSET to address issues from inspection reports	All schools compliant; letters sent congratulating these schools; support provided to schools when necessary to produce an action plan as well as INSET to address issues from inspection reports	All schools compliant; schools are requested to complete self evaluation; a survey was conducted to ascertain whether any schools were not fulfilling statutory requirements
Pembrokeshire	Positive features in the two schools inspected were noted		All schools compliant and positive features noted
Powys	Letters sent to schools offering congratulations or requesting action plans where shortcomings have been identified	Letters sent to schools offering congratulations or requesting action plans where shortcomings have been identified	Schools are requested to undertake self evaluation
Rhondda Cynon Taf	Positive features in the majority of schools	All schools compliant	All schools compliant

	2008–09	2009–10	2010–11
Swansea	Positive features in the majority of schools; one school partially compliant: action plan requested	All schools compliant	All primary schools compliant; one secondary not compliant; action plan requested
Torfaen	All schools compliant	All schools compliant and in the majority of schools judged as good or very good	All schools compliant
Vale of Glamorgan	All schools compliant	All primary schools compliant; one secondary school not compliant: LA has provided specialist support	All schools compliant
Wrexham	All schools compliant; letters sent to schools commending good practice as well as support offered where appropriate	All schools compliant; letters sent to schools commending good practice as well as support offered where appropriate	All schools compliant; letters sent to schools commending good practice as well as support offered where appropriate

Annex 10: Training and advice given to SACRE members

	2008–09	2009–10	2010–11
Anglesey	<ul style="list-style-type: none"> Advice from advisory service and other professionals Cwmni Cynnal provided handbook regarding self-evaluation process 	<ul style="list-style-type: none"> Advice from advisory service and other professionals Cwmni Cynnal provided handbook regarding self-evaluation process 	<ul style="list-style-type: none"> All members received a copy of Estyn supplementary guidance on collective worship
Blaenau Gwent	<ul style="list-style-type: none"> Support from adviser 	<ul style="list-style-type: none"> Support from adviser 	<ul style="list-style-type: none"> Support from adviser
Bridgend	<ul style="list-style-type: none"> Members attended school collective worship Presentation on the <i>Jewish Way of Life</i> CD-Rom Advice to LA on examination and inspection trends School training programme on the revised agreed syllabus 	Presentation on: <ul style="list-style-type: none"> introduction to Hinduism by Dhira Bhakta Dasa RE in the Foundation Phase Programme of school visits 	<ul style="list-style-type: none"> Advice to LA on examination and inspection trends Presentation on Religion and Belief by Darren Ralph (VALREC) LA winning entries in the WASACRE Celebrating RE competition shown to members
Caerphilly	Presentations: <ul style="list-style-type: none"> From sixth-formers on Holocaust theme From adviser on Progress in Learning at Key Stage 3 and on Planning and Implementing RE in the Foundation Phase 	Presentations: <ul style="list-style-type: none"> RE in the sixth form Preparing a Key Stage 3 portfolio 	Presentations: <ul style="list-style-type: none"> From sixth-formers on Lessons from Auschwitz and from Valleys Regional Equality Council
Cardiff		Presentations: <ul style="list-style-type: none"> Cardiff Humanist Society Jewish Way of Life Getting On Together project Friends of Israel 	

	2008–09	2009–10	2010–11
Carmarthenshire	<ul style="list-style-type: none"> • Analysis of Estyn reports • Report from the RE School Adviser • WASACRE presentations 	Presentation: <ul style="list-style-type: none"> • From learners on Lessons from Auschwitz project • From School Improvement Officer on use of persona dolls 	Presentation: <ul style="list-style-type: none"> • By the Reverend M Thorley on the Easter Experience • Festival Celebrations • Analysis of Estyn reports • WASACRE presentations
Ceredigion			
Conwy	<ul style="list-style-type: none"> • WASACRE presentations • Materials supporting the new agreed syllabus 	<ul style="list-style-type: none"> • WASACRE presentations • Materials supporting the new agreed syllabus • Materials on RE in the Foundation phase 	<ul style="list-style-type: none"> • WASACRE presentations • Materials supporting the new agreed syllabus • Materials on RE in the Foundation phase
Denbighshire	<ul style="list-style-type: none"> • WASACRE presentations • Presentations from headteachers • Materials supporting the new agreed syllabus 	<ul style="list-style-type: none"> • WASACRE presentations • Presentations from headteachers • Materials supporting the new agreed syllabus • Materials on RE in the Foundation phase 	<ul style="list-style-type: none"> • WASACRE presentations • Presentations from headteachers • Materials supporting the new agreed syllabus • Materials on RE in the Foundation phase
Flintshire	<ul style="list-style-type: none"> • WASACRE presentations • Materials supporting the new agreed syllabus 	<ul style="list-style-type: none"> • WASACRE presentations • Materials supporting the new agreed syllabus • Materials on RE in the Foundation phase 	<ul style="list-style-type: none"> • WASACRE presentations • Materials supporting the new agreed syllabus • Materials on RE in the Foundation phase

	2008–09	2009–10	2010–11
Gwynedd	<ul style="list-style-type: none"> • Advice from advisory service and other professionals • WASACRE presentations 	<ul style="list-style-type: none"> • Advice from advisory service and other professionals • WASACRE presentations • All members received a copy of Estyn supplementary guidance on collective worship 	<ul style="list-style-type: none"> • Advice from advisory service and other professionals • WASACRE presentations
Merthyr Tydfil	<ul style="list-style-type: none"> • Advice from advisory service and other professionals • Programmes of school visits • Presentations on Jewish way of life • Presentation on Progress in Learning at Key Stage 3 	<ul style="list-style-type: none"> • Presentation: Progress in Learning at Key Stage 2 	<ul style="list-style-type: none"> • Presentations at Central South Consortia event • Updating on Resilience Project
Monmouthshire	<ul style="list-style-type: none"> • Presentation from headteacher • WASACRE presentations 	<ul style="list-style-type: none"> • Presentation by Principal School Improvement Officer on new inspection framework • Whole-day visit to Monmouth Comprehensive School 	<ul style="list-style-type: none"> • Presentation by Baha'i faith: Exploring Virtues and Human Characteristics • Presentation by Teachers' Associations member on visit to Kenya
Neath Port Talbot	<p>WASACRE presentations Support across a range of topics including:</p> <ul style="list-style-type: none"> • Teaching techniques • Planning for new RE framework 	<p>Presentation by Minority Ethnic Achievement Service Team Support across a range of topics including:</p> <ul style="list-style-type: none"> • Collective worship, planning and implementation • Assistance in developing scheme of work 	<ul style="list-style-type: none"> • WASACRE presentations • Feedback on Estyn reports • NAPFRE working party on reporting RE • SACRE guidance booklet to accompany the agreed syllabus

	2008–09	2009–10	2010–11
Newport	Presentations by consultant: <ul style="list-style-type: none"> • Progression and Continuity in RE • Assessment in RE at Key Stage 3 	<ul style="list-style-type: none"> • Presentation on RE by secondary headteacher • Training programme on implementing revised agreed syllabus • RE conference for schools 	<ul style="list-style-type: none"> • Presentation by secondary learners on Auschwitz Project • Presentation by primary learners on Community Cohesion Project
Pembrokeshire	<ul style="list-style-type: none"> • Support from LA Adviser • SACRE Lecture 		<ul style="list-style-type: none"> • Support from LA Adviser • SACRE Lecture
Powys	Presentations on: <ul style="list-style-type: none"> • Skills framework • Section 50 inspections • RE resources in the Foundation Phase 	<ul style="list-style-type: none"> • WASACRE presentations • Update on new inspection arrangements • Presentation on School effectiveness framework 	<ul style="list-style-type: none"> • School visit • School effectiveness framework update • Revised agreed syllabus information
Rhondda Cynon Taf	<ul style="list-style-type: none"> • Discussion forum on the impact of Christian faith on world affairs Presentations on: <ul style="list-style-type: none"> • Lessons from Auschwitz programme • Sporting Marvels, <i>Jewish Way of life</i> CD-ROM and the Progress in Learning file for RE • Programme of school visits 	<ul style="list-style-type: none"> • Programme of school visits Presentations on: <ul style="list-style-type: none"> • Christian Aid • Auschwitz project • Sporting Marvels • Jewish Way of Life • Citizenship Ceremony 	<ul style="list-style-type: none"> • Programme of school visits Presentations on: <ul style="list-style-type: none"> • RE and the Foundation Phase • Importance of RE (by secondary learners)

	2008–09	2009–10	2010–11
Swansea	<ul style="list-style-type: none"> • Presentation from DELLS subject officer • Presentation from Adviser on Assessment at Key Stage 3 • Programme of school visits 	Presentation on: <ul style="list-style-type: none"> • Visit to India by member of SACRE • RE in Primary School by primary headteacher • Programme of school visits 	<ul style="list-style-type: none"> • Presentations received from one primary and one secondary school • Programme of school visits • Presentation from Adviser on RE festival
Torfaen	Presentation by adviser: <ul style="list-style-type: none"> • Securing teacher assessment in Key Stage 3: creating a portfolio 	Presentations: <ul style="list-style-type: none"> • Creating Key Stage 3 portfolio • Salvation Army teachings • RE at Abersychan Comprehensive by headteacher • School visits 	Presentations: <ul style="list-style-type: none"> • Lessons from Auschwitz by sixth-formers • Celebrating RE in Wales by consultant
Vale of Glamorgan	<ul style="list-style-type: none"> • Presentation by primary subject leader on RE at the school • Presentations on examination results by two secondary schools 	<ul style="list-style-type: none"> • Presentation by primary headteacher and RE coordinator on RE at the school • Presentation from two secondary schools on experiences of developing a Key Stage 3 portfolio 	Presentation: <ul style="list-style-type: none"> • Lessons from Auschwitz by sixth-formers • Visit to primary school faith garden
Wrexham	<ul style="list-style-type: none"> • All Estyn reports provided • School visits • INSET to explore the revised agreed syllabus 	<ul style="list-style-type: none"> • Monitoring reports of the agreed syllabus • All Estyn reports provided • School visits • Termly dialogue with secondary heads of RE 	<ul style="list-style-type: none"> • All Estyn reports provided • WASACRE presentations • Support from adviser