Bridgend County Borough Council

Standing Advisory Council for Religious Education

Annual Report

2010 - 2011
Bridgend County Borough Council
Standing Advisory Council for Religious Education
Annual Report 2010 - 2011

CONTENTS

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition, roles and responsibilities of SACRE</td>
<td>2</td>
</tr>
<tr>
<td>Executive summary</td>
<td>3</td>
</tr>
<tr>
<td>Summary of advice to the local education authority on Religious Education</td>
<td>5</td>
</tr>
<tr>
<td>Summary of advice on collective worship</td>
<td>8</td>
</tr>
<tr>
<td>Summary of other issues</td>
<td>9</td>
</tr>
<tr>
<td>Appendix 1: Membership of SACRE</td>
<td>11</td>
</tr>
<tr>
<td>Appendix 2: Record of meetings</td>
<td>13</td>
</tr>
<tr>
<td>Appendix 3: SACRE development plan: 2010-2013</td>
<td>15</td>
</tr>
<tr>
<td>Appendix 4: Summary of examination results 2008-2010 and Year 9 teacher assessments 2009 – 2010.</td>
<td>22</td>
</tr>
<tr>
<td>Appendix 5: Summary of inspection findings</td>
<td>27</td>
</tr>
<tr>
<td>Appendix 6: Record of teachers’ in-service training 2010 -11</td>
<td>30</td>
</tr>
<tr>
<td>Appendix 7: Circulation of the report</td>
<td>31</td>
</tr>
<tr>
<td>Appendix 8: Constitution of SACRE</td>
<td>32</td>
</tr>
</tbody>
</table>
Composition of SACRE

The membership of SACRE is determined by the Education Acts of 1944, 1993 and the Education Reform Act of 1988. SACRE is made up of three constituent groups:

1. Christian denominations and other religions and religious denominations;
2. Associations representing teachers;
3. The Local Authority.

The members representing each of these groups for 2010 – 2011 are listed in Appendix 1.

Functions of SACRE

- To advise the LA on worship and the religious education to be given in accordance with the agreed syllabus, including methods of teaching, advice on materials and the provision of training for teachers.
- To consider whether to recommend to the LA that its current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference.
- To consider applications from schools for determinations (to be exempt from the requirement that worship be “Christian”)
- To report to the LA and the Department for Education and Skills (DfES) on its activities on an annual basis.

Record of meetings

Four meetings of SACRE were held in the academic year 2010 - 2011. A record of the main agenda items discussed during the meetings is to be found in Appendix 2.

The Planning and Organisation of the Work of SACRE

Prior to the commencement of the 2010 - 2011 academic year, SACRE had agreed to organise and prioritise its work in the framework of a Development Plan. A copy of the Development Plan, including details of progress achieved during the year, is included as Appendix 3.

Circulation of Report

Copies of this report have been circulated to the organisations/establishments listed in Appendix 7.
EXECUTIVE SUMMARY

Summary of the advice given to the LA by SACRE

RELIGIOUS EDUCATION

Aim: To monitor provision and standards in Religious Education

Action
1. The LA writes to schools to congratulate those that have good or very good standards in RE in their inspection report.
2. SACRE requests the action plan of those schools that have grade 3 or below in RE. Information is also received from the Assistant Director of Education on the action plans of those schools where recommendations were made regarding Religious Education. No action plans were requested this year.
3. With the lack of specific reference to subjects in the new Common Inspection Framework SACRE resolved at its Spring term meeting to use school self evaluation as a means of fulfilling its statutory responsibility to monitor provision and standards in RE. It was resolved that SACRE will receive an overview of the main findings on an annual basis.
4. Primary and secondary schools receive a full programme of INSET to address issues arising from inspection reports and to support the raising of standards in RE.
5. SACRE analyses examination results over a three year period and identifies trends in performance benchmarked against All Wales data. Schools are informed of the outcomes of this analysis and any issues raised by SACRE.
6. LA and its SACRE gathers and analyses data regarding KS3 Teacher Assessment in RE. This information is shared with teachers through the distribution of the end of year SACRE annual report and during an Inset for RE Heads of Department.

AGREED SYLLABUS

Aim: To fulfil the legal requirement to review the agreed syllabus for RE

Action
1. In 2008 Bridgend SACRE adopted a new agreed syllabus for the authority’s schools to be implemented from September 2008. All schools received a programme of Inset in Summer 2008 and received a package of support materials to exemplify the new syllabus.
2. A yearly programme of Inset has been made available to schools to support teachers in their understanding of agreed syllabus requirements.
3. The local authority has circulated a KS3 Progress in Learning document to support secondary schools in developing their own assessment portfolios. All secondary schools have received training over the last few years on KS3 assessment in preparation for the WJEC moderation. Inset has also been offered to primary schools on assessment in RE.

TEACHING MATERIALS

Aim: To ensure that schools are informed of suitable teaching resources

Action
1. Materials to support schools with the implementation of the Bridgend Agreed Syllabus have been made available on the LA advisory service website (www.esis.org.uk).
2. SACRE has discussed the Welsh Government document Religious Education: Guidance at KS2 and KS3. Schools have been informed about
the availability and usefulness of this resource through the LA advisory service website.

3. Schools annually receive a *Calendar of Religious Festivals* to support planning. The *Calendar of Religious Festivals 2011* was circulated to all schools.

4. Secondary schools in the LA were informed of the 2011 Holocaust Memorial Day theme ‘Untold Stories’ and that resources to support the theme can be found on the Holocaust Memorial Day website ([www.hmd.org.uk](http://www.hmd.org.uk)).

5. Schools have been informed of the Celebrating RE Festival website and the resources available to teachers on that website ([www.celebratingre.org](http://www.celebratingre.org)).

6. Secondary schools have been informed of the REsilience programme and encouraged to visit the website [www.decode2.org.uk](http://www.decode2.org.uk). Schools were informed about the availability of the Gateway documents and other support materials for those wishing to be part of the project.

7. Schools have been informed through Inset of the most recent resources to support the teaching of religious education.

**TRAINING FOR TEACHERS**

**Aim:** To ensure that teachers are able to access appropriate CPD

**Action**

1. A full range of in service training, both primary and secondary is provided through the LA advisory service (ESIS) and the take up and evaluation of courses are reported to SACRE.

**COLLECTIVE WORSHIP**

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

**Action**

1. SACRE monitors the sections of inspection reports that are concerned with collective worship and SMSC and writes to schools to congratulate those that fulfil statutory requirements and promote good SMSC.

2. There was no necessity this year to request the action plan of those schools that do not completely fulfil statutory requirements regarding collective worship.

3. SACRE resolved at its spring term meeting that it would fulfil its statutory responsibilities to monitor fulfilment of statutory requirements, provision and quality of collective worship by taking advantage of the self evaluation practices currently used by headteachers and teachers and invite schools to share their self evaluation of Collective Worship with SACRE.

4. SACRE has discussed Estyn’s updated *Supplementary Guidance on Inspecting Collective Worship in Non-Denominational Schools* (2010) and has informed schools about its availability.

5. Guidance materials on collective worship have been made available to schools on the LA advisory service website ([www.esis.org.uk](http://www.esis.org.uk)).
SUMMARY OF ADVICE TO THE LOCAL AUTHORITY ON RELIGIOUS EDUCATION

The locally agreed syllabus

During the Spring Term 2008 Standing Conference endorsed and adopted a new agreed syllabus for the Authority’s schools to be implemented from September 2008. A yearly programme of INSET has continued and specific training on the agreed syllabus has been offered. Comprehensive support materials, including Schemes of Work and electronic Progress in Learning files for secondary schools, have already been issued to schools.

Standards in religious education

SACRE considered examination performance in the secondary schools for 2010. The examination results are compared with the All – Wales figures and with the results of the previous years. SACRE members are also informed of the percentage of the year 11 cohort being entered for the Religious Studies GCSE examinations (Specification A and B). The examination results are published as an appendix along with results for 2008 and 2009.

There was an increase in the number of students who sat the GCE Advance Level in Religious Studies in 2010 with 110 candidates from eight schools. In 2009 86 candidates from seven schools sat the examination. The % pass rate for grades A* – E (99.1%) was slightly higher than the All Wales figure of 97.5% and the LA results for 2009 (96.5%). The % pass rate for grades A* – C (76.4%) was slightly lower than the results for 2009 (81.4%) but comparable with the figure for 2008 (77.5%). The All-Wales % pass rate for grades A* - C was 78.5%. Twenty four pupils achieved a A* or A grade (21.8%). This was below the results of 2009 (31.4%) but comparable with the All-Wales figure of 21.7%.

There was a slight increase in numbers entered for the GCSE Religious Studies full course with 448 entries from 9 schools compared with 364 entries in 2009. The overall % of A* - C grades for Bridgend was 73.9% which was slightly higher than the results for 2009 (70.9%) and comparable with the All-Wales figure of 74.3%. The overall % of A* - G grades (98.9%) was comparable with the results for 2009 (97.5%), 2008 (99.1%) and the All-Wales figure of 99.1%. The overall % of A* - A grades was 27% and this was below the results for 2009 (36.5%), 2008 (30%) and the All-Wales figure of 32%.

As with the Advance Level and the GCSE full course there was an increase in the entries for the GCSE Religious Studies short course with 960 candidates from eight schools. In 2009 914 pupils from 7 schools sat the examination. The average cohort entry for Bridgend (58.16%) again remained higher than the average cohort entry for Wales (49%). The overall % of A* - C grades for Bridgend (61.4%) was higher than the results for 2009 (55.6%), 2008 (59.1%), 2007 (61.3%) and the All-Wales figure of 59.7%. The overall % of A* - G grades was 97.9% which was comparable with the figure for 2009 (97.8%), 2008 (97.9%) and the All-Wales figure of 97.7%. The overall % of A* - A grades (18.6%) was higher than the results for 2009 (16.7%) but below the All-Wales figure of 21.1%.

As in previous years, SACRE recommends that letters of congratulation are sent to schools for their performance in achieving good results in Religious Studies and the Assistant Director for Education has happily complied with this request.
Members of Bridgend SACRE also consider the levels awarded by teachers to pupils at the end of Key Stage 3. Comparisons are made with previous performance in Religious Education and also with core and foundation subjects of the National Curriculum. Pupils' (boys and girls) achieving level 5 and above was 66.9% and level 6 and above was 27.2%. Results have remained comparable at L5+ but the figure for L6+ was slightly lower than the result for 2009 (30.4%). The gap in performance between boys and girls at level 5 and level 6 and above has remained the same this year. End of Key Stage 3 levels are published in Appendix 4 along with results for 2009.

In order to fulfil its functions effectively, SACRE, with the LA’s agreement and cooperation, receives reports from professional officers on standards and provision and reviews summary reports of inspection findings and Estyn surveys. During the academic year of 2010 – 11 SACRE members received details of school inspections undertaken during Summer 2010 and Spring 2011. Twelve inspection reports were considered during this period consisting of eleven primary schools and one secondary school. SACRE welcomed the aspects of the reports, which identified good practice, and also the identification of the shortcomings, so providing an agenda for improvement. A summary of the main findings of the inspection reports presented to SACRE is published in Appendix 5.

As in previous years, SACRE recommends that letters of congratulation are sent to schools that receive good or very good standards in religious education. Issues highlighted as shortcomings are also addressed through the in service training programme at primary and secondary level.

**Methods of teaching, choice of teaching materials, teacher training**

**Publications**

A calendar of religious festivals was produced for 2011 and sent to every school in the LA.

**Teaching Materials**

Materials to support schools with the implementation of the Bridgend Agreed Syllabus have been made available on the LA advisory service website (www.esis.org.uk).

Secondary schools in the LA were informed of the 2011 Holocaust Memorial Day theme 'Untold Stories' and that resources to support the theme can be found on the Holocaust Memorial Day Trust website (ww.hmd.org.uk).

Schools have been informed of the Celebrating RE website and of the resources available to teachers on that website (www.celebratingre.org).

Secondary schools have been informed of the REsilience programme and encouraged to visit the website www.re-silience.org.uk. Schools were informed about the availability of the Gateway documents and other support materials for those wishing to be part of the project.
Schools have been informed through Inset of the most recent resources to support the teaching of religious education.

**INSET**

SACRE received copies of the religious education training programme available to schools in the LA. The courses offered for 2010-11 were as follows:

**Primary**  
Religious Education for the Newly Appointed Coordinator  
A 'Novel' Approach  
What do we know about Islam?  
Sharing Good Practice in ICT and RE  
We're Going on a Journey

**Secondary**  
RE for Newly Qualified Teachers  
What’s New: Heads of Department Meeting  
Sharing good practice of ICT in RE

The figures for the numbers of teachers from Bridgend schools attending the courses is presented in Appendix 6.

SACRE would wish that the training programme continues to be made available to schools in order to support the professional development of staff.
SUMMARY OF ADVICE ON COLLECTIVE WORSHIP

School inspection reports

Monitoring of collective worship has continued through the review of inspection report findings, findings from the LA monitoring of school provision and where appropriate visits to schools by SACRE members.

During the academic year of 2010 – 11 SACRE members received details of school inspections undertaken during Summer 2010 and Spring 2011. Twelve inspection reports were considered during this period consisting of eleven primary schools and one secondary school. A summary of the main findings of the inspection reports presented to SACRE is published in Appendix 5. SACRE welcomed the aspects of the reports, which identified good practice, and also the identification of the shortcomings, so providing an agenda for improvement.

Applications for determinations

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

Supplementary guidance on inspecting Collective Worship in Non-Denominational Schools – Estyn (2010)

SACRE members were informed of this updated guidance to support inspectors in inspecting collective worship in schools. SACRE agreed that the guidance would be useful for schools and inspectors in addressing many of their queries and concerns in relation to collective worship.

Collective Worship support materials

Guidance materials on collective worship have been made available to schools on the LA advisory service website (www.esis.org.uk). The materials include Estyn’s ‘Supplementary guidance on inspecting Collective Worship in Non-Denominational Schools’, WASACRE’s guidance on Collective Worship Post 16 and a list of appropriate resources and websites.
SUMMARY OF OTHER ISSUES

WASACRE
SACRE continues to support the work of the Wales Association of SACREs and recognises the value of the body in promoting religious education and collective worship on a national basis. During 2010 - 11 issues considered at WASACRE meetings have been fully reported back to SACRE. SACRE is represented on the WASACRE Executive committee by Reverend Canon Edward Evans who is also currently the Chair of WASACRE.

HOLOCAUST MEMORIAL DAY
Bridgend SACRE was informed of this year’s Holocaust Memorial Day theme ‘Untold Stories’. A letter was sent to all secondary schools informing them of the theme and the materials on the HMD website.

A number of SACRE members were invited to a special service in the Council Chamber to commemorate Holocaust Memorial Day.

SACRE has been informed that Wales had been included in the Lessons from Auschwitz programme for 2011 and received a list of schools in Bridgend that were in attendance.

CELEBRATING RE - MARCH 2011
SACRE has been fully involved in organising and participating in Celebrating RE events during March 2011. The purpose of the festival was to celebrate and publicise the value and importance of RE for schools and communities. It provided an opportunity for schools in the authority to showcase all the good practice that takes place in RE and for schools to develop and strengthen links with their local community to encourage and develop community cohesion. SACRE ensured schools were fully informed of the events and directed them to the national website www.celebratingre.org for further information and a range of ideas for classroom activities.

Bridgend SACRE members attended the ‘Celebrating RE’ National Launch at the Vale of Glamorgan on March 2nd 2011. During the launch one of the religious statements was read by Dhira Bhakta Dasa, the Hindu representative on Bridgend SACRE.

Schools and SACRE members from Bridgend, were involved in the Central South Consortia event held at Ty Dysgu in Treforest on March 10th 2011. This was very well attended by over 200 teachers, pupils 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. Archbishop McGrath Catholic High School provided music items and Connie Osgood-Finney, a pupil at the school, performed the song ‘I Don't Know How to Love Him’.

Four schools entered the WASACRE Celebrating RE competition: Mynydd Cynffig Infants, Litchard Primary (KS2), Brynteg Comprehensive and Porthcawl Comprehensive. The entries for the secondary sector were judged by a delegation from Bridgend SACRE with the winning entry forwarded to WASACRE for final judging by the Association. During the summer term meeting of WASACRE it was
announced that Mynydd Cynffig Infants was awarded joint first prize in the Foundation Phase competition. Porthcawl Comprehensive was also the winning entry in the secondary competition. Both winning entries were shown to SACRE members during the summer term meeting.

SACRE also received information and photographs of events organised as part of Celebrating RE month at Hersonbridge Special School and Llangynwyd Primary School.

RELIGION AND BELIEF
A presentation was received by Darren Ralph on the work of the Valleys Race Equality Council. Members valued the opportunity to hear about examples of the work undertaken by VALREC in the borough.

PLACES OF WORSHIP WEBSITES
In 2007 Bridgend SACRE compiled a list of websites providing information about places of worship in Bridgend. This list has been updated during 2010 – 1011. SACRE resolved to inform schools of the list and to post the list on the LA advisory service website.

THE RESILIENCE PROJECT
SACRE and schools were informed of the REsilience project designed to support teachers of religious education in secondary schools 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.

SACRE members have been updated about the number of Bridgend schools involved in the project.

RELIGIOUS EDUCATION: GUIDANCE FOR KEY STAGES 2 AND 3
SACRE was informed about the Religious Education guidance produced by DCELLS in relation to RE at Key Stages 2 and 3. SACRE members agreed that this would be a useful document to schools in order to support teachers in developing a shared understanding of the level descriptions and to develop their own learner profiles.
Appendix 1: Membership of SACRE

Local education authority
Councillor Alana Davies
Councillor M. Inglesant
Councillor D.A.D. Brett
Councillor Alan Jones
Councillor J. Tildesley

Teacher associations
Rev Dr Philip Manghan (ASCL)
Archbishop McGrath
Sian Davies (NAS/UWT)
Porthcawl Comprehensive
Claire West (ATL)
Ynysawdre Comprehensive
Christine Redmond (NUT)
West Park Primary
Sue O'Halloran (NAHT)
Nottage Primary
Mrs C Davies – Jones (VALRETA)
Heronbridge Special School

Religious denominations
Rizwan Hanif
Representing the Muslim faith
Vacancy
Representing the Baptist Church
Father William Isaac
Representing the Roman Catholic Church
Rev. Robin Wyn Samuel
Representing the Free Church Council for Wales
Rev. Canon Edward Evans
Representing the Church in Wales
Dhira Bhakta Dasa
Representing the Hindu faith
LA Officers

Richard Landy  Assistant Director of Education
Leigh Corbett  Clerk to SACRE
Carys Pritchard  Associate Adviser (ESIS)
Appendix 2: Record of Meetings

Four meetings of SACRE were held in the academic year 2010 - 2011.

13th October 2010: main agenda items
1. The SACRE Annual Report for 2009 – 2010 was approved.
2. A progress report on the SACRE Development Plan for 2008-10 was discussed and considered by members.
4. Consideration was given to SACRE monitoring of standards in RE.
5. Members discussed the RE festival planned for March 2011.
6. Members discussed the revised Collective Worship guidance by Estyn.
7. A report was received from the WASACRE meeting held in June at Wrexham.
8. Holocaust Memorial Trust resources were demonstrated to members.

29th November 2010: main agenda items
1. Examination performance results in GCSE, AS and A level Religious Studies were considered.
2. Further consideration was given to the Celebrating RE festival.
3. Members received details of primary school inspections undertaken during Summer 2010.
4. Further consideration was given to future SACRE monitoring of standards.
5. A report was received from the WASACRE meeting held in November at Caerphilly.
6. Members were informed of plans to commemorate the Holocaust in the LA.
7. Members discuss updating the ‘Places of Worship’ website list for schools.

9th February 2011: main agenda items
1. Members received a presentation on ‘Religion and Belief’ by Darren Ralph of VALREC.
2. Examination performance results in Entry Level Religious Studies were considered.
3. The end of Key Stage 3 teacher assessment results for 2010 were considered.
4. Further consideration was given to future SACRE monitoring of standards.
5. Further consideration was given to the Celebrating RE festival.
6. Members discussed the service that took place in the county to commemorate Holocaust Memorial Day.
7. Information was shared regarding the 2011 Lessons from Auschwitz visit.
8. Members discussed the updated list of websites of places of worship in Bridgend.
9. Members were updated about the RESilience project.
9th June 2010: main agenda items
1. Members received details of school inspections undertaken between Autumn 2010 and Spring 2011.
2. Consideration was given to the DCELLS / WG document ‘Guidance for Key Stages 2 & 3’.
3. Members were given an overview of events that took place locally and nationally during Celebrating RE month.
4. Members were shown the winning entries for the WASACRE Celebrating RE competitions.
5. A report was received from the Spring WASACRE meeting held in the Vale of Glamorgan.
6. SACRE members reviewed the in-service programme for 2011 – 2012.
**Appendix 3: Bridgend SACRE development plan 2010 -13**

### BRIDGEND SACRE DEVELOPMENT PLAN 2010 – 2013 (ACADEMIC YEAR)

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

<table>
<thead>
<tr>
<th>Plan of action</th>
<th>Schedule</th>
<th>People involved</th>
<th>Time and costs</th>
<th>Outcomes</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Monitor standards through regular review of inspection reports/Estyn thematic reviews or school self evaluation reports and recommend, where necessary, action by Local Authority.</td>
<td>Annual agenda item</td>
<td>Full SACRE Adviser</td>
<td>Agenda time Adviser time for analysis</td>
<td>Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.</td>
<td>2010 – 2011 Considered 29.11.10 and 9.6.11. No action plans requested. SACRE endorsed on 9:2:11 the use of school self evaluation as an additional means of monitoring RE in schools.</td>
</tr>
<tr>
<td>1.2 Receive information on results of: Teacher Assessment at end of Key Stage 3; GCSE Religious Studies; GCSE Religious Education; A/AS level Religious Studies.</td>
<td>Autumn ’10 Autumn ’11 Autumn ’12</td>
<td>Full SACRE Adviser</td>
<td>Agenda time Adviser time for analysis</td>
<td>Advice to LA on trends; advice, where appropriate, on particular schools.</td>
<td>2010 – 2011 Considered 29:1:10 and 9:2:11</td>
</tr>
<tr>
<td>1.3 Identify INSET needs, monitor and offer advice on training.</td>
<td>Summer ’10 Summer ’11 Summer ’12</td>
<td>Full SACRE</td>
<td>Agenda time</td>
<td>Training programme received along with figures on uptake; advice to LA.</td>
<td>2010 – 2011 Considered 9:6:11.</td>
</tr>
</tbody>
</table>
Aim 2: To ensure a fully informed SACRE; review agreed syllabus (as appropriate) and produce guidance to support the implementation of the agreed syllabus.

<table>
<thead>
<tr>
<th>Plan of action</th>
<th>Schedule</th>
<th>People involved</th>
<th>Time and costs</th>
<th>Outcomes</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 To update SACRE members of guidance on RE given by DCELLS, Estyn, and other relevant bodies</td>
<td>Updates as appropriate Attendance at DCELLS Conferences (as appropriate) Ongoing</td>
<td>Full SACRE Adviser</td>
<td>Advisory time Attendance at conferences (as appropriate)</td>
<td>Informed SACRE Informed schools</td>
<td>2010 – 2011 Advisers attended WJEC/ DCELLS moderation meeting (Oct 2010) and reported back to SACRE Considered DCELLS Guidance on RE at KS2-3 (9:6:11).</td>
</tr>
<tr>
<td>2.2 To review agreed syllabus for Religious Education</td>
<td>Summer 2012 (or as appropriate)</td>
<td>Full SACRE Adviser Working group</td>
<td>Advisory time to conduct and analyse a survey. Working group (if applicable) Publication / translation costs (as appropriate)</td>
<td>Training programme for schools on implementing revised agreed syllabus (as applicable). Revised agreed syllabus to be implemented into schools Autumn 2013.</td>
<td>2010 – 2011 Not applicable</td>
</tr>
<tr>
<td>2.3 Materials to support implementation of the agreed syllabus for RE</td>
<td>Ongoing for current syllabus. Summer 2013 or earlier for revised syllabus.</td>
<td>Full SACRE Adviser</td>
<td>Advisory time</td>
<td>Support materials in place</td>
<td>2010 – 2011 All new materials disseminated through INSET. Secondary schools received a CD ROM of exemplification materials during HoDs training</td>
</tr>
<tr>
<td>2.4 Develop intranet information and support materials for Religious Education</td>
<td>Ongoing</td>
<td>Advisers</td>
<td>Advisory time</td>
<td>Support materials to be accessed through LA intranet and ESIS website.</td>
<td>2010 – 2011 ESIS website made available to schools with regular updates on RE issues posted on website. Agreed syllabus and other statutory documents available on website.</td>
</tr>
</tbody>
</table>
BRIDGEND SACRE DEVELOPMENT PLAN 2010 – 2013 (ACADEMIC YEAR)

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

<table>
<thead>
<tr>
<th>Plan of action</th>
<th>Schedule</th>
<th>People involved</th>
<th>Time and costs</th>
<th>Outcomes</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Monitor provision for collective worship through regular review of inspection reports/ Estyn thematic review or school self evaluation reports; recommend, where necessary, action by LA.</td>
<td>Annual agenda item</td>
<td>Full SACRE and Adviser</td>
<td>Agenda time Adviser time for analysis</td>
<td>Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.</td>
<td>2010 – 2011 Considered 29.11.10 and 9.6.11. No action plans requested. SACRE endorsed on 9:2:11 the use of school self evaluation as an additional means of monitoring CW in schools.</td>
</tr>
</tbody>
</table>
| 3.2 To support the implementation of statutory collective worship | Autumn ’10 Ongoing | Advisory service | Advisory time | Support for CW through: 
CW web sites to be put on LA Intranet and ESIS website. | 2010 – 2011 Considered Estyn revised supplementary guidance on collective worship 13.10.10 and revised document was sent to schools. Collective worship in the primary school course planned and put in programme for next academic year 2011-2012 |
| 3.3 | Programme of school visits to include observation of Collective Worship where possible. | Annually as required | SACRE members | Member time; Adviser / Officer time to arrange visits | Feedback to SACRE to inform discussion on provision. | **2010 – 2011** | No visits |
### Aim 4: To ensure a more informed SACRE through providing regular updates on local and national issues related to RE and collective worship in schools.

<table>
<thead>
<tr>
<th>Plan of action</th>
<th>Schedule</th>
<th>People involved</th>
<th>Time and costs</th>
<th>Outcomes</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 To update members on the role of SACRE and its implications; recent developments in RE and collective worship; input from practising teachers and outside providers</td>
<td>Annually as required</td>
<td>SACRE members, practising teachers, outside providers and LA Advisory Service</td>
<td>Member time; Adviser / Officer time</td>
<td>To ensure that SACRE members are aware of their responsibilities and are updated with regard to developments in RE and collective worship both locally and nationally. Visits to places of worship to be more informed of faith stances. Support community cohesion and local communities.</td>
<td>2010 – 2011 Presentation received by Darren Ralph (VALREC) on ‘Religion and Belief’ 9:2:11. LA winning entries in the WASACRE Celebrating RE competition shown to members 9:6:11.</td>
</tr>
<tr>
<td>4.2 To support the National RE Festival March 2011</td>
<td>Pre and Post Spring 2011</td>
<td>SACRE members Schools Local Authority</td>
<td>Adviser / Officer time</td>
<td>To celebrate the contribution of RE to education. To showcase good practice in RE. To support community cohesion and local communities.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>Members of SACRE attended the WASACRE National launch of Celebrating RE in Penarth on 2.3.11 Bridgend schools and SACRE members were involved in the Central South Consortia event held on 10.3.11 organised by the LAs advisory service (ESIS). Four Bridgend schools entered the WASACRE National RE competition. Feedback was received on the celebrations 9:6:11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.3 Programme of school visits.</th>
<th>Annually as required</th>
<th>SACRE members and Adviser/ officers</th>
<th>Member time; Adviser / Officer time to arrange visits</th>
<th>To ensure that members are aware of provision for RE and collective worship in schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – 2011</td>
<td>No visits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4a: Examination performance in Bridgend Secondary schools, 2008 - 2010

A Level Religious Studies

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Archbishop McGrath</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>83.3</td>
<td>100</td>
<td>80</td>
<td>12</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Brynteg</td>
<td>100</td>
<td>93.9</td>
<td>100</td>
<td>73.2</td>
<td>72.7</td>
<td>85.4</td>
<td>41</td>
<td>33</td>
<td>41</td>
</tr>
<tr>
<td>Bryntirion</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>50</td>
<td>100</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Cynffig</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>77.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maesteg</td>
<td>100</td>
<td>83.3</td>
<td>100</td>
<td>60</td>
<td>66.7</td>
<td>100</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Ogmore</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pencoed</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>80</td>
<td>77.8</td>
<td>8</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Porthcawl</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>92.3</td>
<td>100</td>
<td>84.6</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Ynysawdre</td>
<td>100</td>
<td>100</td>
<td>94.1</td>
<td>71.4</td>
<td>72.7</td>
<td>52.9</td>
<td>7</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Bridgend LA</td>
<td><strong>98.9</strong></td>
<td><strong>96.5</strong></td>
<td><strong>99.1</strong></td>
<td><strong>77.5</strong></td>
<td><strong>81.4</strong></td>
<td><strong>76.4</strong></td>
<td><strong>89</strong></td>
<td><strong>86</strong></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>

The above statistics should be treated with caution. The results do not necessarily reflect the numbers of pupils in the year group nor those opting for the course, as opposed to those actually sitting the examination, nor do they indicate how well pupils have performed relative to their ability.
Appendix 4b: Examination performance in Bridgend Secondary schools, 2008 - 2010

GCSE Religious Studies

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>%A*-G</th>
<th>%A*-C</th>
<th>No. Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archbishop McGrath</td>
<td>98.3</td>
<td>61.7</td>
<td>115</td>
</tr>
<tr>
<td>Brynteg</td>
<td>97</td>
<td>90.9</td>
<td>33</td>
</tr>
<tr>
<td>Bryntirion</td>
<td>100</td>
<td>42.1</td>
<td>19</td>
</tr>
<tr>
<td>Cynffig</td>
<td>100</td>
<td>87.5</td>
<td>8</td>
</tr>
<tr>
<td>Maesteg</td>
<td>100</td>
<td>71.9</td>
<td>32</td>
</tr>
<tr>
<td>Ogmore</td>
<td>100</td>
<td>100</td>
<td>13</td>
</tr>
<tr>
<td>Pencoed</td>
<td>97.6</td>
<td>88.1</td>
<td>42</td>
</tr>
<tr>
<td>Porthcawl</td>
<td>100</td>
<td>79.6</td>
<td>49</td>
</tr>
<tr>
<td>Ynysawdre</td>
<td>100</td>
<td>77.4</td>
<td>115</td>
</tr>
<tr>
<td>Bridgend LEA</td>
<td>99.1</td>
<td>74.4</td>
<td>426</td>
</tr>
</tbody>
</table>

The above statistics should be treated with caution. The results do not necessarily reflect the numbers of pupils in a cohort nor those opting for the course, as opposed to those actually sitting the examination, nor do they indicate how well pupils have performed relative to their ability.
Appendix 4c: Examination performance in Bridgend Secondary schools 2008-2010

GCSE Religious Studies Short Course

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Archbishop McGrath</td>
<td>95.7</td>
<td>99.6</td>
<td>100</td>
<td>61.7</td>
<td>70.5</td>
<td>75.1</td>
<td>321</td>
<td>251</td>
<td>269</td>
</tr>
<tr>
<td>Brynteg</td>
<td>98.1</td>
<td>99.6</td>
<td>100</td>
<td>61.7</td>
<td>70.5</td>
<td>75.1</td>
<td>321</td>
<td>251</td>
<td>269</td>
</tr>
<tr>
<td>Bryntirion</td>
<td>98.6</td>
<td>100</td>
<td>99</td>
<td>66.9</td>
<td>64.1</td>
<td>71.1</td>
<td>145</td>
<td>117</td>
<td>97</td>
</tr>
<tr>
<td>Cynffig</td>
<td>95.6</td>
<td>100</td>
<td>95.7</td>
<td>38.5</td>
<td>41.5</td>
<td>50</td>
<td>91</td>
<td>82</td>
<td>70</td>
</tr>
<tr>
<td>Maesteg</td>
<td>97.1</td>
<td>94.2</td>
<td>96.6</td>
<td>51.7</td>
<td>32.6</td>
<td>53.7</td>
<td>172</td>
<td>138</td>
<td>175</td>
</tr>
<tr>
<td>Ogmore</td>
<td>97.8</td>
<td>94.6</td>
<td>83.7</td>
<td>41.1</td>
<td>43.2</td>
<td>22.4</td>
<td>90</td>
<td>74</td>
<td>49</td>
</tr>
<tr>
<td>Pencoed</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>67.3</td>
<td>71.2</td>
<td>67.1</td>
<td>147</td>
<td>139</td>
<td>170</td>
</tr>
<tr>
<td>Porthcawl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ynysawdre</td>
<td>97.1</td>
<td>993.8</td>
<td>99.1</td>
<td>70.7</td>
<td>40.7</td>
<td>57.9</td>
<td>140</td>
<td>113</td>
<td>107</td>
</tr>
<tr>
<td>Bridgend LEA</td>
<td>97.9</td>
<td>97.8</td>
<td>97.9</td>
<td>59.1</td>
<td>55.6</td>
<td>61.4</td>
<td>1106</td>
<td>914</td>
<td>960</td>
</tr>
</tbody>
</table>

The above statistics should be treated with caution. The results do not necessarily reflect the numbers of pupils in a cohort, as opposed to those actually sitting the examination, nor do they indicate how well pupils have performed relative to their ability.
Appendix 4d: Examination performance in Bridgend Secondary schools 2010

Entry Level Religious Studies Results 2010

<table>
<thead>
<tr>
<th>School</th>
<th>Gender</th>
<th>Entry 1</th>
<th>Entry 2</th>
<th>Entry 3</th>
<th>Unclassified</th>
<th>Absent</th>
<th>Entry</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ynysawdre</td>
<td>Girls</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ynysawdre</td>
<td>Boys</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Ynysawdre</td>
<td>All Pupils</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Brynteg</td>
<td>Girls</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Brynteg</td>
<td>Boys</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Brynteg</td>
<td>All Pupils</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Bridgend LA</td>
<td>Girls</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Bridgend LA</td>
<td>Boys</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Bridgend LA</td>
<td>All Pupils</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>
### Appendix 4e: Key Stage 3: Year 9 Religious Education Levels 2009 and 2010

#### Key Stage 3: Year 9 Religious Education Levels 2009

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NOR</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Level 6</td>
<td>Level 7</td>
<td>Level 8</td>
<td>Total</td>
<td>% L 5+</td>
<td>% L 6+</td>
<td>% NL</td>
</tr>
<tr>
<td>Total numbers</td>
<td>687</td>
<td>3</td>
<td>20</td>
<td>71</td>
<td>202</td>
<td>249</td>
<td>109</td>
<td>23</td>
<td>8</td>
<td>685</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentages</td>
<td>0.4</td>
<td>2.9</td>
<td>10.3</td>
<td>29.4</td>
<td>36.2</td>
<td>15.9</td>
<td>3.3</td>
<td>1.2</td>
<td>99.7</td>
<td>56.6</td>
<td>20.4</td>
<td>0.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>GIRLS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NOR</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Level 6</td>
<td>Level 7</td>
<td>Level 8</td>
<td>Total</td>
<td>% L 5+</td>
<td>% L 6+</td>
<td>% NL</td>
</tr>
<tr>
<td>Total numbers</td>
<td>677</td>
<td>0</td>
<td>8</td>
<td>36</td>
<td>130</td>
<td>225</td>
<td>192</td>
<td>70</td>
<td>12</td>
<td>673</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentages</td>
<td>0</td>
<td>1.2</td>
<td>5.3</td>
<td>19.2</td>
<td>33.2</td>
<td>28.4</td>
<td>10.3</td>
<td>1.8</td>
<td>99.4</td>
<td>73.7</td>
<td>40.5</td>
<td>0.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ALL PUPILS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NOR</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Level 6</td>
<td>Level 7</td>
<td>Level 8</td>
<td>Total</td>
<td>% L 5+</td>
<td>% L 6+</td>
<td>% NL</td>
</tr>
<tr>
<td>Total numbers</td>
<td>1364</td>
<td>3</td>
<td>28</td>
<td>107</td>
<td>332</td>
<td>474</td>
<td>301</td>
<td>93</td>
<td>20</td>
<td>1358</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentages</td>
<td>0.2</td>
<td>2.1</td>
<td>7.8</td>
<td>24.3</td>
<td>34.8</td>
<td>22.1</td>
<td>6.8</td>
<td>1.5</td>
<td>99.6</td>
<td>65.1</td>
<td>30.4</td>
<td>0.4</td>
</tr>
</tbody>
</table>

#### Key Stage 3: Year 9 Religious Education Levels 2010

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NOR</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Level 6</td>
<td>Level 7</td>
<td>Level 8</td>
<td>Total</td>
<td>% L 5+</td>
<td>% L 6+</td>
<td>% NL</td>
</tr>
<tr>
<td>Total numbers</td>
<td>711</td>
<td>1</td>
<td>9</td>
<td>68</td>
<td>214</td>
<td>284</td>
<td>97</td>
<td>30</td>
<td>0</td>
<td>704</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentages</td>
<td>0.1</td>
<td>1.3</td>
<td>9.6</td>
<td>30.1</td>
<td>39.9</td>
<td>13.6</td>
<td>4.2</td>
<td>0</td>
<td>99</td>
<td>57.8</td>
<td>17.9</td>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>GIRLS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NOR</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Level 6</td>
<td>Level 7</td>
<td>Level 8</td>
<td>Total</td>
<td>% L 5+</td>
<td>% L 6+</td>
<td>% NL</td>
</tr>
<tr>
<td>Total numbers</td>
<td>657</td>
<td>1</td>
<td>3</td>
<td>22</td>
<td>125</td>
<td>258</td>
<td>166</td>
<td>73</td>
<td>6</td>
<td>654</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentages</td>
<td>0.2</td>
<td>0.5</td>
<td>3.3</td>
<td>19.0</td>
<td>39.3</td>
<td>25.3</td>
<td>11.1</td>
<td>0.9</td>
<td>99.5</td>
<td>76.6</td>
<td>37.3</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ALL PUPILS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NOR</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Level 6</td>
<td>Level 7</td>
<td>Level 8</td>
<td>Total</td>
<td>% L 5+</td>
<td>% L 6+</td>
<td>% NL</td>
</tr>
<tr>
<td>Total numbers</td>
<td>1367</td>
<td>2</td>
<td>12</td>
<td>90</td>
<td>339</td>
<td>542</td>
<td>263</td>
<td>103</td>
<td>6</td>
<td>1357</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentages</td>
<td>0.1</td>
<td>0.9</td>
<td>6.6</td>
<td>24.8</td>
<td>39.6</td>
<td>19.2</td>
<td>7.5</td>
<td>0.4</td>
<td>99.3</td>
<td>66.9</td>
<td>27.2</td>
<td>0.7</td>
</tr>
</tbody>
</table>

L5+ is the figure for those pupils gaining a level 5 or above in Religious Education
L6+ is the figure for those pupils gaining a level 6 or above in Religious Education
NL means that no level was able to be awarded to those pupils
Appendix 5: Summary of Inspection Findings

Bridgend School Inspection Reports: SACRE synopsis

Main Findings

During the academic year of 2009 – 10 SACRE members received details of school inspections undertaken between Summer 2010 and Spring 2011. Twelve inspection reports were considered during this period consisting of eleven primary schools and one secondary school. Three primary schools and one secondary school were inspected during Summer 2010. Eight primary schools were inspected between Autumn 2010 and Spring 2011 under the new Estyn Common Inspection Framework.

Spiritual Development
Primary
In the three primary schools inspected during Summer 2010 spiritual development was a grade 1 (good with outstanding features). In the primary schools inspected between Autumn 2010 and Spring 2011 comments in relation to spiritual development were evident in six inspection reports:

- Spiritual development is good (two schools)
- Learning experiences promote pupils’ spiritual development effectively / well (three schools).

It was noted in one inspection report of missed opportunities to develop pupils’ personal, spiritual and aesthetic awareness. It was a recommendation for the school to strengthen provision for pupils to develop their personal, spiritual and aesthetic awareness.

Secondary
In the one secondary school inspected standards in learners’ spiritual development were good. Reference was made to spiritual development being promoted effectively in assemblies, religious education lessons and in some subjects and activities across the curriculum.

Collective Worship
The inspection reports states that all schools inspected during Summer 2010 meet statutory requirements in relation to collective worship. The new Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements. We can therefore assume – as Estyn has not noted in these reports any non-compliance - that all schools inspected during Autumn 2010 and Spring 2011 meet statutory requirements in relation to collective worship.

The inspection reports identify a number of good features and a few shortcomings in relation to collective worship:

Good features:

- Makes a positive contribution to pupils’ spiritual, moral, spiritual and cultural development.
- Opportunities provided for pupils to reflect on issues in their own lives and in the world around them.
- Promotes pupils’ understanding of being part of the school community.
Acts of collective worship successfully promotes pupils’ health and wellbeing. They are well conducted with various international links. Appropriate atmosphere of reverence and respect.

Shortcomings
- The spiritual dimension to life is not given sufficient emphasis.
- Limited opportunities for personal reflection.

Religious Education
Primary
Standards in religious education were inspected in three primary schools inspected during Summer 2010. Standards were judged to be a grade 1 (good with outstanding features) at KS1 in one primary school. Standards were judged to be a grade 2 (good features, no important shortcomings) at KS2 in one school and at both key stages in the other two schools inspected.

Outstanding features
- The majority of KS1 pupils have a very good knowledge of Holy Books, how people are different, and the leaders and worship places of Christian and other religions. They are also very aware of the importance of celebration. Their understanding of the Jewish faith is enriched by a visit to a local synagogue.

Good features
- Pupils develop a good knowledge and understanding of Christianity and other world religions.
- Visits made to places of worship in the local and wider community.
- Visitors from local communities visit the school.
- Good understanding of the significance of religious symbolism.
- Pupils able to identify similarities and differences within and across religions.
- Pupils show an appropriate understanding and empathy towards different viewpoints.
- Pupils able to discuss and debate religious issues.

Shortcomings
There are no important shortcomings identified in the reports.

Secondary School
Standards were judged to be a grade 2 (good features and no important shortcomings) at KS3 and KS5 and a grade 1 (good with outstanding features) at KS4.
Overview of standards in RE

Standards in religious education were inspected in four schools.

<table>
<thead>
<tr>
<th>Number of schools</th>
<th>Key Stage</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>KS 1</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>KS 2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>KS 3</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>KS 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>KS 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix 6: Record of teachers’ in-service training 2010-11

Primary INSET courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Date of course</th>
<th>Number of delegates from Bridgend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education for the Newly Appointed Coordinator</td>
<td>September 28th 2010</td>
<td>2</td>
</tr>
<tr>
<td>Religious Education for the Newly Appointed Coordinator</td>
<td>October 8th 2010</td>
<td>3</td>
</tr>
<tr>
<td>A ‘Novel’ Approach’</td>
<td>December 1st 2011</td>
<td>6</td>
</tr>
<tr>
<td>What do we know about Islam?</td>
<td>November 23rd 2010</td>
<td>6</td>
</tr>
<tr>
<td>Sharing Good Practice in ICT and RE</td>
<td>January 11th 2011</td>
<td>4</td>
</tr>
<tr>
<td>We’re Going on a Journey</td>
<td>January 27th 2011</td>
<td>3</td>
</tr>
<tr>
<td>A ‘Novel’ Approach’</td>
<td>June 29th 2011</td>
<td>2</td>
</tr>
</tbody>
</table>

Secondary INSET courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Date of course</th>
<th>Number of delegates from Bridgend</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s New: Head of Department Meeting</td>
<td>November 19th 2011</td>
<td>7</td>
</tr>
<tr>
<td>RE for NQTs</td>
<td>October 6th 2010</td>
<td>1</td>
</tr>
<tr>
<td>RE for NQTs</td>
<td>February 15th 2011</td>
<td>1</td>
</tr>
<tr>
<td>Sharing Good Practice in ICT and RE</td>
<td>January 13th 2011</td>
<td></td>
</tr>
<tr>
<td>Course cancelled</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 7: Circulation of the SACRE annual report

- Members of Bridgend SACRE
- Bridgend County Borough Council Education and Leisure Department
- All Bridgend County Borough schools
- Wales Association of SACREs (WASACRE)
- DfES
- Welsh Government
- The National Library
- The Welsh National Centre for Religious Education
- University of Wales Trinity Saint David
- Swansea Metropolitan University
- Education and School Improvement Service (ESIS)
- Estyn
- Religious Education Movement (Wales)
- Church in Wales Diocesan Officer
- The Roman Catholic Diocesan Officer
- Cytun

Appendix 8: Constitution of SACRE
Terms of reference

1. To advise the LA on matters connected with collective worship in county schools.

2. To advise the LA on matters connected with religious education which is given in accordance with the agreed syllabus.

3. To decide when, within the five year statutory time scale, the LA should review its agreed syllabus.

4. To consider with the LA and the Agreed Syllabus Conference any changes required to the agreed syllabus.

5. To consider with the LA the support offered to religious education in its schools, with particular regard to methods of teaching, the choice of teaching materials and the provision of training for teachers.

6. To offer advice on any other matters related to its function as it sees fit.

7. To publish an annual report on its work, which should:
   a. specify any matters on which it has advised the LA;
   b. broadly describe the nature of the advice;
   c. set out its reasons for offering advice on any matters which were not referred to it in the first place by the LA;
   d. record the membership of SACRE and the dates of meetings held.

9. To participate in the LA’s statutory complaints procedures in those instances where the complaints relate to religious education and/or collective worship.

10. To receive and make determinations in respect of applications from headteachers of county schools for the lifting or modifying of the requirements that collective worship in such schools must be wholly or mainly of a broadly Christian character.

Composition

11. The council shall comprise three groups representing:
   a. Such Christian and other religious denominations as, in the opinion of the LA, will appropriately reflect the religious traditions in the area.
   b. Such associations representing teachers as, in the opinion of the LA, ought to be represented having regard to the circumstances of the area.
   c. The LA.
12. The Council may also co-opt members.

13. Membership of the Council shall be for a period of four years. Any outgoing members may be re-appointed.

14. Membership of the Council is subject to the condition that the LA has taken all reasonable steps to assure itself that the persons appointed are representative, as the case may be, of the denominations or associations in question.

15. Members representing associations of teachers must include teachers of religious education.

16. Individuals may be removed from the Council if they cease to be representative of the denomination, association or of the Authority they were appointed to represent.

17. Any member of the Council may at any time resign his or her office.

Proceedings

18. The Council shall meet not less than once in each school term.

19. The Council shall elect from its membership a chairperson and vice chairperson at the first meeting in each academic year. The chairperson and vice chairperson in any one year shall not be drawn from the same representative group. An outgoing chairperson may be re-appointed.

20. On any question to be decided by the Council only the representative groups on the Council shall be entitled to vote, and each group shall have a single vote. Before a formal vote is taken opportunity shall be given to each representative group to determine how its vote is to be cast.

21. Co-opted members are not entitled to vote.

22. The agenda for each meeting shall be determined by the chairperson and vice chairperson in consultation with the clerk to SACRE, Director of Education and Professional Officer. Any voting member of SACRE shall be entitled to propose items for an agenda.

23. In the case of any member not being able to attend a Council meeting, a substitute may be nominated by the body which that person represents, provided that the substitute meets the eligibility criteria and the Education Directorate of the LA is notified in advance of the meeting.

24. A meeting of the Council will be deemed to be quorate if at least one member of each of the three representative groups is present.

25. The validity of proceedings of the Council shall not be affected:

   a. by a vacancy in the office of any member of the Council or
   b. on the grounds that a member of the Council appointed to represent any denomination or association does not, at the time of the proceedings, represent the denomination or association in question.
25. The representative groups on the Council, other than that representing the Authority, may call, at any time, for a review of the agreed syllabus current in the Authority. At such time an Agreed Syllabus Conference shall be constituted and convened.

26. The Council shall consider its annual report at the first meeting to be held in each academic year. Upon the Council’s ratification of the report it shall proceed to publication.

27. The clerk to the SACRE shall arrange for copies of the annual report to be sent to all county schools within the Authority, to DfES, the National Library and to such other individuals and institutions as the LA sees fit.