WREXHAM STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

ANNUAL REPORT

FOR THE ACADEMIC YEAR 2017-2018
WREXHAM SACRE - CHAIRMAN'S INTRODUCTION 2017/2018

It is my privilege, as Chair of Wrexham SACRE, to present the 2017/18 Annual Report. As a relatively new member to SACRE myself I am delighted to welcome some other new faces to the committee including Cllr Phil Wynn, Cllr Beverley Parry-Jones, Cllr Hugh Jones, Ms Arfana Ali, Rev Sam Erlandson and Mr Vaughan Salisbury. Their experience and support is deeply appreciated and I believe that the committee is now in a strong position to provide the advice and support needed to the local authority and to ensure good quality provision for RE in Wrexham schools.

As a SACRE we have been able to support the effective provision of religious education and monitor collective worship in the primary and secondary schools of the Borough during the last year and we have continued to make progress in the following key areas:

(a) Receiving and analysing schools’ Estyn Inspection reports. A total of 13 reports were submitted during 2017-18.
(b) Promoting good quality religious education and collective worship by sharing good practice and resources.
(c) Advising schools on matters relating to the agreed syllabus such as programmes of study, schemes of work and assessment.
(d) Advising and supporting schools on matters relating to collective worship
(e) Advising and supporting schools on matters relating to the parents’ right to withdrawal from RE and collective worship
(f) Providing professional learning on religious education through the RE Adviser.
(g) Supporting secondary teachers as they prepare and deliver the new GCSE RS syllabus.
(h) Analysing examination results.

I would like to offer my gratitude to fellow members of Wrexham SACRE for their commitment throughout the year. The committee is also grateful to the Wrexham Parochial Educational Foundation for financially supporting the RE Advisor’s post. I would also like to pay tribute to the RE Advisor for the diligence, energy and enthusiasm with which she has worked over the course of the year, which I know has gained respect from educational professionals within the County Borough and beyond.

We look forward to continuing to work in partnership with Wrexham Local Authority officers in order to ensure further improvements in the range of religious education provision and in the standards achieved in the future.

Chair of SACRE

Revd James Harris
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Section 1.

Summary of Advice to the Local Authority on Religious Education

1.1 The Agreed Syllabus

Wrexham SACRE adopted the National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales as the Wrexham agreed syllabus in 2008. Along with some locally determined prescriptions around the number of religions at each key stage and curriculum time allocation. In 2013 Wrexham SACRE re-adopted the Framework as its locally agreed syllabus with an understanding that the syllabus would be reviewed once further information is received in relation to the new curriculum for Wales and the implications for Religious Education are understood. As such, the National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales still stands as the Wrexham Agreed Syllabus for Religious Education.

Support continued to be available from the RE Adviser, Libby Jones, for schools at their request during 2017 – 2018 in implementing the agreed syllabus and for reviewing and improving current RE schemes of work. As in previous years for all secondary RE departments this process was offered through termly meetings with the Adviser.

The partnership arrangement between Wrexham LA and the Wrexham Parochial Educational Foundation remains and the advisory support offered to Wrexham schools has continued throughout 2017-2018 academic year, as follows: RE Adviser 3-19 (4 days).

The RE Adviser has continued to work with primary and secondary schools to support them in continuing to raise standards in Religious Education during 2017 – 2018. INSET has been provided on an individual school basis where appropriate. Regular monitoring of the implementation of the Agreed Syllabus has continued to be reported to SACRE at SACRE meetings as a result of school visits, analysis of Estyn Inspection reports and termly meetings with secondary Heads of RE.

1.2 Standards in Religious Education

(i) Monitoring and Evaluation.

Wrexham SACRE continues to receive an analysis of Estyn reports at each meeting, highlighting any comments relating to religious education, collective worship, or spiritual, moral, social and cultural education (SMSC).

(ii) Analysis of Inspection reports:

Autumn term meeting 2017:

Acton Park Primary School
Gwenfro Community Primary School
Ysgol Penrhyn, New Broughton Primary School
Ysgol y Grango
Letter out of Estyn Monitoring:

Ysgol Cynddelw

Spring Term meeting 2018:

Rhosymedre C.P
Maes Y Llan
The Rofft C.P.
Eyton CIW V.C.
St Paul’s V.A School
Borderbrook School

Summer Term meeting 2018:

Ysgol Bryn Alyn
Ysgol Rhostyllen
Ysgol Haelfan

The following sections of each report were presented for review:

- School name
- The judgement awarded for each of the five areas of inspection (following the new inspection format) – Standards; Wellbeing and attitudes to learning; Teaching and learning experiences; Care support and guidance; Leadership and management.
- Report on Religious Education, Collective Worship and SMSC development where mentioned in the report

SACRE members were pleased to note the positive comments received by schools in relation to standards achieved in RE where specified. As a result of this analysis good practice is identified and schools are invited to share this with the RE Adviser. Where schools have areas for development identified, follow up support is offered to individual school through the RE Adviser. The nature of the support is fed back to SACRE. All schools inspected met the statutory requirements for provision this year and letters congratulating each school on their success were sent as recommended by members. A more detailed summary of the analysis for each report can be found in Appendix 2.
1.3 Examination Results at KS4 and KS5

Summary of Wrexham’s performance at GCSE, A Level and Entry Level RS 2017.

Full Course GCSE:
In Wrexham 51% of Yr 11 pupils gained A* - C, which is 15% below All Wales and 15% below Wrexham’s results for 2016. 624 Yr 11 learners from Wrexham sat the exam this year, which is an increase of 98 learners from 2016. This is because some schools decided to enter their core RE groups for the full course on statutory time (approx. 1 lesson per week). 95% of learners gained A* - G which is 2% below the All Wales figure and 3% below last year’s result for Wrexham. On the whole it looks like standards are declining. However, due to the number of learners being entered for this exam on statutory time, on average just one hour a week, it is not surprising that the results are lower than last year and that they are lower than the rest of Wales.

<table>
<thead>
<tr>
<th>Full Course RS</th>
<th>A*-C (level 2)</th>
<th>A*-G (level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrexham 2017</td>
<td>51%</td>
<td>95%</td>
</tr>
<tr>
<td>Wrexham 2016</td>
<td>66%</td>
<td>98%</td>
</tr>
<tr>
<td>GwE 2017</td>
<td>67%</td>
<td>98%</td>
</tr>
<tr>
<td>Wales 2017</td>
<td>68%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Short Course GCSE:
In Wrexham 27% of Yr 11 pupils gained A* - C, which is approximately 12% below All Wales and 9% below Wrexham’s results for 2016. 361 Yr 11 learners from Wrexham sat an RS Short Course qualification this year, which is a decrease of 291 learners from 2016. This is because many schools now only enter their less able learners for this course, or those who have attendance issues, or who attend college courses during RE. Often the rest of the cohort is entered for the full course. 87% of learners gained A* - G, which is 3% below All Wales for this year and 4% below last year’s result for Wrexham. Once again it would appear that standards have dropped in Wrexham in the short course RS qualification. However, for the reasons already stated above this was expected this year.

<table>
<thead>
<tr>
<th>Short Course RS</th>
<th>A*-C (level 2)</th>
<th>A*-G (level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrexham 2017</td>
<td>27%</td>
<td>87%</td>
</tr>
<tr>
<td>Wrexham 2016</td>
<td>36%</td>
<td>91%</td>
</tr>
<tr>
<td>GwE 2017</td>
<td>38%</td>
<td>93%</td>
</tr>
<tr>
<td>Wales 2017</td>
<td>39%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Entry Level:
16 learners from St Christopher’s school were entered for the AQA Entry Level RS exam with excellent results. All learners gained an entry level qualification. 4 learners achieved a level 1 and 12 learners achieved a level 2.

Cohort Entry RS Full and Short Course

In 2017, 1156 learners, 85% of the cohort
In 2016, 1178 learners, 95% of the cohort
A Level results

<table>
<thead>
<tr>
<th>CENTRE</th>
<th>Yr 13 ENTRY</th>
<th>( A^* )</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>A*-C</th>
<th>A*-E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wales</td>
<td>1,305</td>
<td>3.4%</td>
<td>14.8%</td>
<td>32.1%</td>
<td>27.8%</td>
<td>15.9%</td>
<td>5.8%</td>
<td>78.1%</td>
<td>99.8%</td>
</tr>
<tr>
<td>Ysgol Maelor Penley</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>33%</td>
<td>100%</td>
</tr>
<tr>
<td>Ysgol Morgan Llwyd</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>50%</td>
<td>75%</td>
</tr>
<tr>
<td>Ysgol Rhiwabon</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>Coleg Cambria</td>
<td>10</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

1.4 Actions arising from examination results

SACRE members were concerned that the entry figures for learners taking an RS GCSE qualification in Wrexham have dropped, but acknowledged that last year’s entry figures were particularly high at 95% and that this year’s figure of 85% was still substantial. SACRE instructed the RE Adviser to investigate the cohort entry figures in other LA’s in order to make a comparison. Members also acknowledged that many schools are now entering the whole Yr 11 cohort for full course RS in statutory time. Some of the other important issues that SACRE members noted about the 2017 results were as follows:

- Some schools had attendance issues on the day of the short course exam which affected their school performance. Departments are required to calculate their results according to the number of learners who were entered and not the number of learners who actually sat the exam. In one instance this made a difference of -13% (64% instead of 77%).
- One school reported that this cohort had received their RE provision in Yr 7 as part of a Humanities programme, and had started the GCSE in Yr 9, sitting the short course exam at the end of Yr 10 with no Yr 11 provision. There was also a specialist teacher on long term sick during that time which will also have had a negative impact on results.
- Many schools reported that learners were regularly removed from core RE lessons for external exams and revision for other subjects, especially during the autumn term. This resulted in some learners having only one lesson of RE in 6 weeks.

The RE Adviser met with all RE Departments throughout the year to discuss solutions for raising standards. RE Co-ordinators were encouraged to attend the RE Forum group meetings in order to keep abreast of developments in the new specification, which many schools in Wrexham began teaching in September 2018. At the Forum meetings teachers are given the opportunity to share good practice, ideas and resources, and have regular contact with the GwE Lead Practitioner for GCSE Religious Studies, Lucy Ashford, who also
attends the meetings. The Forum group continues to work very well and is appreciated by teachers in Wrexham.

In addition to this the RE adviser offered schools revision sessions for KS4 students sitting the RS exams in summer 2018. As a result the adviser arranged for two Religious Studies Revision days with Professor Greg Barker. The first revision day was hosted by St Giles’ Church and was attended by 65 learners. The second revision day was hosted by Ysgol Rhosnesni and was attended by approximately 60 learners. Both events were funded by the St Giles’ Centre for Religious Education in Wrexham, one of which was part funded by GwE.

The RE Adviser supported a school with its application for funding to buy GCSE text books which was successful, and gave teachers feedback from the WJEC Religious Studies GCSE Inset on 11/12/18 which, due to bad weather, many of the Wrexham teachers were unable to attend themselves. The RE Adviser continued to support schools in Wrexham with the RS GCSE by providing resources and advice throughout the year.

Members were concerned that the A Level results for Wrexham in 2017 were lower than usual and requested target information alongside future results so that they could see a clearer picture and to support the analysis.

The RE Advisor arranged a revision event for Yr 13 students from two Wrexham Schools and Coleg Cambria, at the Welsh Language Centre (CAMU) attached to the college. The event was well attended and appreciated by both staff and students, with some very good feedback. Professor Greg Barker presented and led the sessions on the day. The event was funded by The St Giles’ Centre for RE in Wrexham.

1.5 Methods of teaching, the choice of teaching materials

Advice on methods of teaching and the choice of teaching materials is provided by the local authority through the RE adviser to individual schools. The availability of the RE Resource Room has continued, allowing teachers the opportunity to look at resources available and borrow them on request. The RE resource room is located at the St Giles’ Centre on Temple Row, Wrexham, and all schools are reminded regularly about this service via Head teacher federation meetings and Governor association meetings, as well as when schools are visited by the RE advisor and when training is delivered. SACRE members record once again, their thanks to the Wrexham Parochial Educational Foundation for their continued support for RE in Wrexham, through the funding of the resource room and their partnership with Wrexham LA for the post of the RE Adviser.

The following schools have been sent a variety of resource materials and artefacts on request to use in their classrooms with a variety of age groups and abilities:

Ysgol y Grango, Ysgol yr Hafod, Penygelli, Ysgol y Waun, Hofod y Wern, St Giles’ CV, and Coleg Cambria.

Exemplar materials have been shared and individual support and advice has been given to departments on a variety of matters relating to RE, including developing RE schemes of Work in the Foundation Phase and KS 2, 3 and 4, planning documents, self evaluation
documents, data collection, assessment and RE policies, in the following schools:

Ysgol yr Hafod, Victoria CP, St Giles’ VC, Ysgol y Waun, Maes y Llan, The Maelor School, Hafod y Wern, Ysgol Morgan Llwyd.

The following schools have been offered and have received tailor-made workshops delivered by the adviser and members of the St Giles’ Centre team on a variety of themes and topics to support RE:

St Giles’ VC, Ysgol yr Hafod, The Rofft, Hafod y Wern, Ysgol Clywedog.

All secondary schools in Wrexham received advice, resources and information from the LA via Wrexham SACRE and the RE Adviser regarding the new Religious Studies GCSE specification.

All primary and secondary schools in Wrexham received a hard copy of the guidance document gifted by the Wales Association of SACREs’ on Managing the right to withdrawal from RE.

Some schools received advice on withdrawal from RE from the RE Adviser, including:

Victoria CP, Ysgol y Grango,

1.6 Teacher training

As in past years there was no appropriate programme of courses offered to teachers during the year. INSET needs are identified through information collected by the RE Adviser and as suggested by local and national initiatives. The growing concern of school budgets has meant that the RE Adviser has delivered the majority of training on an individual basis, on request, and has suggested appropriate courses available nationally to schools i.e. the INSET provided by WJEC on the new GCSE Religious Studies specification on 11th December 2017 and the A Level Religious Studies INSET On 24th February 2018.

Information on a free Inset for secondary RE teachers provided by University of Wales Trinity St David was also shared.

SACRE noted during its meetings that it is increasingly difficult for generic RE courses to be run across primary and secondary schools because of the challenges schools face in releasing staff and paying for cover. The Adviser for RE has responded to this by continuing to offer training on an individual school basis, on request. The following training sessions have taken place this academic year:

Ysgol Yr Hafod – Teaching Good RE in the Foundation Phase
Ysgol Yr Hafod – Teaching Good RE at Key Stage 2

The RE Adviser is still disappointed that the Quality Circle meetings have not been re-introduced for secondary RE teachers in Wrexham as it was an excellent forum to share ideas and receive outside training. However, there have been recent discussions about the benefits of such meetings and the advisor is showing support for this view in meetings with the LA. It is hoped that Quality Circle meetings will be re-introduced in the near future. In the
mean time RE Adviser continues to support the secondary RE forum meetings which began in 2017 and continued this year by linking up with the Flintshire RE forum group and the GwE Lead practitioner meetings for Secondary RE teachers. The RE Adviser attended all meetings during the 2017/2018 academic year. As the meetings are not funded by the LA attendance by some colleagues is sporadic. However, there is still a good representation of Wrexham teachers at these meetings and the advisor makes sure that all colleagues receive the information and messages via email. Dates included:

29 September 2017
25 January 2018
27 June 2018

Section 2

Summary of advice to the Local Authority on Collective Worship

2.1 Collective Worship guidelines

(i) Monitoring and Guidance

The Estyn supplementary guidance on inspecting collective worship was updated in April 2018 and restates that Estyn requires inspection teams to consider the provision for pupils’ spiritual development and daily acts of Collective Worship in all maintained schools. Inspection teams must consider these aspects on each inspection and each report is likely to contain some comment of these aspects of pupils’ development. However it is not expected that inspectors will report on such aspects in a formulaic way. It is up to each inspection team to weigh up the significance of any strengths and weaknesses in each inspection area.

Whilst there is no expectation of formulaic reporting on whether a school meets the statutory duty to provide a daily act of collective worship, there would be an expectation of a comment in the report if a school were to be found in breach of its statutory duty. Failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in each specific case, such as the numbers of pupils’ that it affects, and the team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4.

Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral, social and cultural development of pupils.

Wrexham SACRE continues to receive an analysis of Estyn reports at each meeting, highlighting any comments relating to collective worship, including non compliance. There have been no reports this year that include a note of non compliance in any of the schools inspected in Wrexham.

Guidance materials on collective worship are available to schools on the Wrexham VLE. The materials include Estyn’s ‘Supplementary guidance on inspecting collective worship in Non-
Denominational Schools’ and WASACRE’s guidance on Collective Worship Post 16 and the Collective Worship guidance document distributed to SACREs from WASACRE in 2012.

(ii) Determinations

No applications were received from schools for determinations to be made in respect of Collective Worship during 2017–2018.

2.2 Collective Worship support

The following training has been delivered to schools in Wrexham on collective worship this year:

St Asaph Diocese Church schools event – Creative collective worship in Church schools

Also, collective worship training materials have been shared this year with Victoria Primary School for their use in staff meetings.

Advice on withdrawal from collective worship has been given to Hafod y Wern Primary School.

Support was given to Darland High School with an assembly for KS4 learners during Interfaith Week.

Section 3

Summary of advice to the Local Authority on Local and National Issues

3.1 Welsh Government issues

Welsh Government is in the process of developing a new curriculum, ‘A curriculum for Wales, A Curriculum for Life’. The RE Adviser has kept abreast of the current situation with regard to the new curriculum this year by attending meetings with colleagues from Welsh Government, from WASACRE and from NAPfRE. The RE Adviser has up-dated SACRE members at each meeting of its progress and has shared any relevant information regarding the Humanities AoLE, as well as collecting and passing on feedback from Wrexham SACRE to Welsh Government.

The RE advisor has also been involved in writing a paper commissioned by Welsh Government for the purpose of sharing with the Pioneers schools about what matters in RE in Wales. This was shared by members of NAPfRE at the Humanities AoLE group meeting on 2 November in Swansea.
3.2 St Giles’ Centre events

Yet again the St Giles’ Centre has supported schools in Wrexham by hosting events and delivering workshops including foundation phase workshops on the following:

- Treasures of the Parish Church
- Christianity in Tudor times
- Pilgrimage
- Angels
- Jewish Food
- Special places

3.3 Complaints

The Authority’s Complaints Procedure provides a role for SACRE in resolving complaints in relation to Religious Education and Collective Worship. During 2016/2017, no complaints were received in relation to Religious Education or Collective Worship and, therefore, SACRE had no involvement in complaints during the year.

3.5 WASACRE

Wrexham SACRE has continued with its membership of WASACRE and RE Adviser, Libby Jones from Wrexham SACRE attended meetings during the period of 2017–2018. Libby Jones has relinquished her role as secretary to WASACRE, but remains on the Executive committee and has taken on the role of Assistant Secretary.

Correspondence, minutes and matters arising from WASACRE meetings have been discussed in SACRE meetings during the year. Members noted again their appreciation of the role of WASACRE and the work of its officers in continuing to raise the profile of RE in Wales, especially this year with its supportive role in developing the new curriculum for Wales.
Appendix 1. Membership of Wrexham SACRE 2017 -2018

WREXHAM STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

Committee A
Name / Representing

Church in Wales x 2
Revd. James P Harris
Revd. Sam Erlandson

Roman Catholic Church x 2
Liz Davies
Vacant

Presbyterian Church of Wales – English x 1
Ifor Jones

Presbyterian Church of Wales - Welsh x 1
Vaughan Salisbury (awaiting approval of full council)

Methodist Church x 1 (NW district)
Tim Guy (awaiting approval of full council)

Union of Welsh Independents x 1
Marc Jones (awaiting approval of full council)

Salvation Army x 1
Captain Ian Davis/ Captain Sandy Davis

Wrexham Islamic Cultural Centre
Arfana Ali (awaiting approval of full council)

Committee B
Name/ Representing

Secondary Headteacher x 1
Vacant

Primary Headteacher (Junior) x 1
Martin Matthias       Teaching Union- NUT

Secondary RE Specialist x 1
Helen Hughes         Teaching Union ASCL

Key Stage 2 Classroom Teacher x 1
Lisa Sheriff         Teaching Union- NUT

Foundation Phase Representative x 1
Malissa White        Teaching Union- NUT
Special School Representative x 1  
Buphinda Lace Teaching Union- NUT

College Representative/VIForm Teacher x 1  
Ruth Holden (now vacant)

Committee C  
Name/ Representing

Wrexham Council x 5  
Cllr Hugh Jones  
Cllr Beverley Parry-Jones  
Cllr Phil Wynn  
Vacant  
Vacant

Local Authority  
Ian Roberts (Director of Education)  
Siwan Meirion (Officer)  
Libby Jones (Officer)

Co-Opted (Up to 5)  
Dr Tania Ap Sion  
Vacant  
Vacant  
Vacant  
Vacant

Clerk  
Deborah Foulkes
The main matters considered in each meeting were:

25 October 2017

- The position of Chair and Vice-Chair of Wrexham SACRE
- Minutes of meeting held at The Friends Meeting House on Wednesday 7th June 2017
- SACRE membership and the Wrexham SACRE constitution
- Feedback from the WASACRE meeting 7 July 2017 in Wrexham
- Provisional results analysis for Wrexham Schools
- Estyn Questionnaire and Thematic review of RE at KS2 and KS3
- Analysis of Estyn Inspection reports
- Wrexham SACRE Annual Report 2016/2017
- SACRE Development Plan

FEBRUARY 2018

- Minutes of meeting held at St Christopher’s School on Wednesday 25th October 2017
- Feedback from the WASACRE meeting 10 November 2017 in Bridgend
- Presentation/training: WG curriculum review up-date
  - New Estyn Inspection Framework/SACRE monitoring
- Managing the right to withdrawal document (WASACRE)
- Final results analysis for Wrexham Schools
- Analysis of Estyn Inspection reports
- Wrexham SACRE Constitution
- SACRE Development Plan

6 JUNE 2018

- Minutes of meeting held at the St Giles’ Centre for RE on Wednesday 21st February 2018
- Feedback from the WASACRE meeting 9 March 2018 in Swansea
- WASACRE Revised Constitution
- Presentation/training: The Commission on Religious Education Interim Report
- SACRE monitoring- Developing Reflective practice in RE
- Analysis of Estyn Inspection reports
- SACRE Development Plan
# Appendix 2

<table>
<thead>
<tr>
<th>School</th>
<th>Current performance</th>
<th>Prospects for improvement</th>
<th>KQ 1</th>
<th>KQ2</th>
<th>KQ3</th>
<th>References to: RE/ Collective Worship/Spirituality</th>
<th>Date of Inspection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ysgol Y Grango</td>
<td>Unsatisfactory</td>
<td>Adequate</td>
<td>Unsatisfactory</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Pupils’ <strong>spiritual</strong>, moral social and cultural development is supported well through an engaging personal and social education and <strong>assembly</strong> programme. For example, assemblies by external speakers sensitively tackle issues such as radicalisation.</td>
<td>April 2017</td>
</tr>
<tr>
<td>Acton Park Primary School</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Adequate</td>
<td>The school provides suitable learning experiences that successfully engage most pupils and cover the requirements of the National Curriculum and <strong>religious education</strong>. Provision for the development of pupils’ health and wellbeing is a positive aspect of the school’s work. It provides good opportunities for the development of pupils’ <strong>spiritual</strong>, moral, social and cultural education. For example <strong>assemblies</strong> encourage pupils to <strong>reflect</strong> on how to be a good friend, and visits to local churches help to develop their <strong>spiritual awareness</strong>.</td>
<td>May 2017</td>
</tr>
<tr>
<td>Ysgol Penrhyn</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Adequate</td>
<td>The school has beneficial links with the local community. Pupils visit the <strong>local church</strong> as part of their <strong>religious education</strong> studies and celebrate festivals such as harvest. The vicar also contributes to whole schools celebrations and <strong>assemblies</strong>. The provision to support pupils moral and social development is a strength of the school. Pupils have many opportunities to discuss their rights and responsibilities. The school is also successful in developing pupils’ <strong>spiritual</strong> and cultural understanding, for example when pupils take part in the annual international Eisteffod in Llangollen.</td>
<td>May 2017</td>
</tr>
</tbody>
</table>
Due to recent adjustments to the Estyn Inspection Framework all school inspections from September 2017 will be analysed using the following format:

<table>
<thead>
<tr>
<th>Date of inspection</th>
<th>School</th>
<th>Recommendations relating to RE and/or collective worship</th>
<th>Standards</th>
<th>Wellbeing and attitudes to learning</th>
<th>Teaching and learning experiences</th>
<th>Care, support and guidance</th>
<th>Leadership and management</th>
<th>References to: RE/ Collective Worship/Spirituality</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2017</td>
<td>Gwenfro CP</td>
<td>None</td>
<td>Adequate</td>
<td>Good</td>
<td>Adequate</td>
<td>Good</td>
<td>Good</td>
<td>The school places a high priority on pupils’ social, moral and spiritual development and all staff promote this well. For example, in an assembly on happiness, pupils consider whether it is possessions, or family and friends that make them happier. Provision to develop pupils’ attitudes to fairness, respect and understanding of others is very effective. Opportunities for pupils to make regular visits to local places of interest, such as St Giles’ church and Techniquest and residential trips to London and Glanllyn, support the curriculum well and enrich pupils’ learning experiences effectively.</td>
</tr>
<tr>
<td>Sept 2017</td>
<td>Rhosymedre Community Primary School</td>
<td>None</td>
<td>Good</td>
<td>Excellent</td>
<td>Good</td>
<td>Excellent</td>
<td>Good</td>
<td>Through regular assemblies and curriculum work, pupils celebrate diversity and develop their spiritual and ethical understanding. This helps them to learn well about the importance of trust, perseverance and tolerance. Pupils also benefit from a good range of</td>
</tr>
</tbody>
</table>

Ysgol Cynddelw

Outcome of the monitoring visit:
Ysgol Cynddelw is judged to have made good progress in respect of the key issues for action following the Estyn visit in June 2017. The school has been removed from the list of schools requiring Estyn monitoring. There will be no further Estyn monitoring visits in relation to this inspection.

No reference has been made to RE, RS or collective worship in the letter.

July 2017
<table>
<thead>
<tr>
<th>Date</th>
<th>School Name</th>
<th>Ofsted Category</th>
<th>Ofsted Grade</th>
<th>Ofsted Improvement</th>
<th>Ofsted Grade</th>
<th>Ofsted Improvement</th>
<th>Ofsted Grade</th>
<th>Ofsted Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 2017</td>
<td>Ysgol Maes Y Llan</td>
<td>None</td>
<td>Good</td>
<td>Good</td>
<td>Adequate-needs improvement</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
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<tr>
<td>Oct 2017</td>
<td>The Rofft C.P. School</td>
<td>None</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
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</tr>
<tr>
<td>Oct 2017</td>
<td>Eyton CIW Voluntary Controlled Primary School</td>
<td>None</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
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</tr>
<tr>
<td>Nov 2017</td>
<td>St Pauls Voluntary Aided Primary School</td>
<td>None</td>
<td>Good</td>
<td>Good</td>
<td>Adequate-needs improvement</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
</tr>
</tbody>
</table>

Many aspects of the curriculum, together with the ethos of the school, provide extensive opportunities for pupils to develop their understanding of **moral** issues. These include developing a clear awareness of fair play, the importance of honesty, aspects of equality and issues linked to anti-bullying...

However, the provision for developing pupils’ **spiritual** understanding is limited.

The school's ethos supports pupils effectively in developing their social and **moral** understanding. The importance of honesty, fairness and treating all people equally is embedded in the life of the school.

The school makes good provision for developing pupils’ cultural awareness, particularly through performances in school and the **local church**. The school’s approach to developing pupils’ musical experience is a particular strength of the school and enables them to use their imagination creatively. Pupils’ **spiritual development** is supported through the whole school ethos and regular opportunities for **reflection**, particularly in the outdoor reflection area.

This curriculum helps pupils to learn about the importance of tolerance and respect for other **cultures and religions**. Pupils benefit from the federation’s cultural experiences, such as hearing performances from orchestras and groups who visit the school.
strong links with local clergy and places of worship. For example, members of the Christian community regularly conduct whole school worship that encourages pupils to reflect on their actions and attitudes and to consider moral issues.
Pupils involved in ‘Faith Friends’ plan and lead ‘Worship Wednesday’ effectively and confidently.
Pupils organise activities and fundraising events to support worthy causes, for example raising money for a campaign to support victims of the Manchester terrorist attack and buying a water cleaning unit for an African village. As a result, they develop an understanding of their social responsibilities and become ethically informed and responsible citizens.

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Outcome of monitoring visit</th>
<th>Recommendations relating to RE and/or collective worship</th>
<th>References to: RE/ Collective Worship/Spirituality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 2017</td>
<td>Borderbrook School</td>
<td>None</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Nov 2017</td>
<td>Ysgol Rhiwabon</td>
<td>Outcome of monitoring visit- Ysgol Rhiwabon is judged to have made sufficient progress in relation to the recommendations following the core inspection in January 2015.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Month</td>
<td>School</td>
<td>collective worship</td>
<td>learning</td>
<td>experiences</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>December 2017</td>
<td>Ysgol Bryn Alyn</td>
<td>n/a</td>
<td>Unsatisfactory and needs urgent improvement</td>
<td>Unsatisfactory and needs urgent improvement</td>
</tr>
<tr>
<td>January 2018</td>
<td>Ysgol Rhostyllen</td>
<td>n/a</td>
<td>Good</td>
<td>Good</td>
</tr>
</tbody>
</table>
celebrate the differences between themselves and their peers. The highly successful school choir performs regularly in the community visiting local care homes and churches.

<table>
<thead>
<tr>
<th>February 2018</th>
<th>Ysgol Heulfan</th>
<th>n/a</th>
<th>Excellent</th>
<th>Excellent</th>
<th>Good</th>
<th>Excellent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

The school promotes pupils’ **spiritual and moral** development successfully by providing them with appropriate opportunities to **reflect** on the wonders of the natural world and share their experiences in **assemblies**.
APPENDIX 3

Training and advice given to SACRE members

(i) SACRE Members visiting schools

This year (2017-2018), the first SACRE meeting was hosted by a secondary school within the Local Authority, the second meeting was hosted by the St Giles’ Centre for RE and the third SACRE meeting was hosted by the Wrexham Islamic Cultural Centre. This, once again, gave members the opportunity to not only visit the venues but also to engage with staff to understand more about different role in our community and the challenges faced in education and by faith groups today. It also gave members of SACRE an opportunity to engage with other people to whom faith/belief and education really matters.

(ii) Training for SACRE Members

SACRE members have found that the most effective way of addressing training, for themselves, is during their meeting and, on occasions, this has included further exploration of issues discussed at the termly meetings of the Wales Association of SACREs. During the year (2017-2018), issues which have been discussed and considered are the following:

- A Curriculum for Life, A Curriculum for Wales- Humanities AoLE development up-dates
- The new Estyn Inspection Framework
- The Commission on Religious Education