

# Pecyn Dogfen Gyhoeddus

**Gareth Owens LL.B Barrister/Bargyfreithiwr**  
Chief Officer (Governance)  
Prif Swyddog (Llywodraethu)



At: Delyth McIntyre (Cadeirydd)

CS/NG

Cynghorwyr: Janet Axworthy, Chris Bithell,  
Paul Cunningham, Adele Davies-Cooke,  
Colin Legg, Dave Mackie and Ian Roberts

Dydd Iau, 7 Mehefin 2018

**ENWADAU CREFYDDOL:**

Gareth Wyn Jones, Sue Jones,  
Rita Price and Rev Huw Powell-Davies

Jan Kelly / 01352 702301  
janet.kelly@flintshire.gov.uk

**CYMDEITHASAU ATHRAWON:**

Lyn Harkin, Ibad Hussain, Lyn Oakes  
and Gail Woodward

Mr. Philip Lord (Challenge Advisor)

Annwyl Syr / Fadam

Bydd cyfarfod o'r **SACRE SIR Y FFLINT** yn cael ei gynnal yn **YSTAFELL  
BWYLLGOR CLWYD, NEUADD Y SIR, YR WYDDGRUG CH7 6NA DYDD  
MERCHER, 13EG MEHEFIN, 2018** am **2.00 PM** i ystyried yr eitemau canlynol.

Yn gywir

Robert Robins  
Rheolwr Gwasanaethau Democraidd

## R H A G L E N

### 1 YMDDIHEURIADAU AM ABSENOLDEB

### 2 DATGAN CYSYLLTIAD: COD YMDDYGIAD LLYWODRAETH LEOL

Caiff Aelodau eu hatgoffa fod rhaid iddynt ddatgan bodolaeth a natur y cysylltiad personol y maent yn ei ddatgan.

### 3 COFNODION (Tudalennau 3 - 8)

Cymeradwyo a chadarnhau bod cofnodion y cyfarfod diwethaf yn gywir

### 4 DADANSODDI ADRODDIADAU AROLYGU (Tudalennau 9 - 10)

I dderbyn a dadansoddi Adroddiadau Arolygon diweddar Estyn.

### 5 CWRICWLWM CYMRU

Derbyn cyflwyniad am y datblygiadau ynglŷn â Cwricwlwm Cymru

### 6 WASACRE

1. I dderbyn cofnodion cyfarfod diwethaf y Gymdeithas yn Abertawe 9th Mawrth 2018
2. Cytuno ar bresenoldeb ar gyfer cyfarfod nesaf CCYSAG, Llangefni, Ynys Môn 6<sup>th</sup> Gorffennaf 2018

### 7 CYFARFODYDD Y DYFODOL

Dyddiad y cyfarfod nesaf: 10<sup>th</sup> Hydref 2018

Cyfarfodydd y dyfodol: 20<sup>th</sup> Chwefror 2019  
12<sup>th</sup> Mehefin 2019

Ynglŷn ag ymweliad yr Hydref - byddwn angen cynnal Cynhadledd Maes Llafur Cytûn nes cytunir ar y cwricwlwm newydd yn 2022

# Eitem ar gyfer y Rhaglen 3

## **FLINTSHIRE STANDING ADVISORY COUNCIL** **FOR RELIGIOUS EDUCATION (SACRE)**

Ysgol Nannerch VC, School Lane, Nannerch, Mold, Flintshire CH7 3RD  
Wednesday 21<sup>st</sup> February 2018 at 2:00pm

### **Present**

#### Flintshire County Councillors

Paul Cunningham (**PC**); Colin Legg (**CL**); Dave Mackie (**DM**); Ian B Roberts (**IR**).

#### Religious Denominations

Delyth McIntyre (**DMc**) (Chair); Rev. Huw Powell-Davies (**HPD**); Rosalind Williams (**RW**)  
(Church in Wales, Diocese of St. Asaph)

#### Teacher Associations

Ibad Hussain (**IH**) (Bryn Coch CP School, Mold); Lyn Oakes (**LO**) (Alun High School, Mold).

#### In Attendance

Jennie Downes (**JD**) (Head, Ysgol Nannerch); (Philip Lord (**PL**) (GwE, Challenge Advisor);  
Nathan Evans (**NE**) (FCC, Note Taker).

As proposed by DMc, the meeting opens with a period of silent reflection.

### **Agenda Item 1 - Apologies for Absence**

Cllr Chris Bithell (**CB**); Cllr Adele Davies-Cooke (**ADC**).

### **Agenda Item 2 - Declarations of Interest: Code of Local Government Conduct**

DMc Members are reminded that they must declare the existence and nature of their declared personal interests.

There were no declarations of interest.

### **Agenda Item 3 – Minutes of Last Meeting (11<sup>th</sup> October 2017)**

PL Agenda Item 5, Resolution (b) – Estyn have not been contacted in regards to the SMSC comment for Ysgol Pen Coch.

DMc Agenda Item 6 - Clarification sought on request from Kirsty Williams AM.

PL Data will be available in the spring term although because schools no longer offering courses this will not be shown in the data until next year. As schools do not have to provide the Religious Education G.C.S.E. it will be interesting to discover what they are replacing it with.

RW If it is discovered that a school is not providing the required provision this should be formally reported to the Education and Youth Chief Officer at Flintshire County Council.

PL Agenda Item 7 - A response to the second collective worship letter has been received from Kirsty Williams AM. The reply informs that this is not a matter for the Minister and that Philip Blaker, Chief Executive of Qualifications Wales should be contacted.

Response from Mr Blaker clarified the reasons for the changes to the specification and stated that to ensure academic rigor across England and Wales the specification could not be changed at this point in the lifecycle of the current specification.

There may be cause to respond to Mr Blaker outlining dissatisfaction.

## Resolutions

(a) PL to contact Estyn in regards to the SMSC comment for Ysgol Pen Coch;

### **Agenda Item 4 – The new Estyn Inspection Framework**

PL Estyn have created a three minute YouTube video outlining the new framework and members are recommended to view it at their convenience.

[https://www.youtube.com/watch?v=sNZBKB\\_OK\\_4](https://www.youtube.com/watch?v=sNZBKB_OK_4)

There are now five areas of inspection:

- Standards;
- Wellbeing and attitudes to learning;
- Teaching and learning experiences;
- Care, support and guidance;
- Leadership and management.

### **Agenda Item 5 - Analysis of Inspection Reports**

PL Not all Estyn Inspection Reports contain commentary on spiritual, moral, social and cultural (SMSC) development. The Advisory Group and Mark Campion (Estyn) have been written to in order to clarify why there is an absence in some reports.

Under the new framework Castell Alun High School, Hope, was awarded an 'Excellent' rating for the 'Care, Support and Guidance' category. This however is despite a comment stating that "*a few staff do not have a sufficiently clear understanding of the requirements of this programme* (referring to the 'thought of the day' programme). *As a result, the school does not meet this statutory requirement*".

Questioned whether Estyn should be contacted to clarify their position on the appropriateness of awarding an excellent judgement for Care Support and Guidance whilst the school is not fulfilling the statutory requirements for providing a daily act of Collective Worship.

- DMc Standards have been awarded a 'Good' rating yet when referring to the comment "*a minority of pupils are able to express their ideas extremely maturely and articulately*", it appears that the abilities of a minority carry more weight than those of the majority.
- PL This comment is more around the standards of literacy rather than Religious Education.
- DMc Overall it is a good, positive report.
- PL There is no recommendation in the report for collective worship.
- CL The Ysgol Rhos Helyg report is very positive and praiseworthy.

### Resolutions

- (a) PL to contact Estyn regarding the discrepancy in the Castell Alun report between the rating and the comment.

### **Agenda Item 6 – Examination Results 2017**

- PL Reference is made to the G.C.S.E. data tables (page 13 of Agenda Pack) and all results are discussed.  
Full course A\*-C results are above the short course results.  
The discussion identified some errors in the tables.

HPD leaves the meeting.

- PL Responding to a question from JD, it is unknown whether any consideration is given to the delivery of Religious Education in the medium of Welsh.
- PL Responding to a question from IR, the poor performance of the short course is similar to the national results. Historically, the full course has been made up of two 'short course' specifications. Pupils that are targeted a C grade and above would be entered for the full course and the pupils targeted below a C grade would be entered for the short course, this would ensure that as many pupils as possible would receive a GCSE qualification in Religious Studies. The percentage of pupils achieving an A\*-C grade in the full course is therefore much higher than the short course results.
- PL It is encouraging that three quarters of pupils across Wales are taking Religious Education courses.
- LO Religious Education can form part of other subjects such as the Welsh Baccalaureate Global Citizen Challenge.
- IR It is important to avoid specific references as they can be "dangerous". Some references are uncomfortable and any concerns should be raised through the proper channels.
- RW FCC needs resilient information from Heads.

- IR This meeting is the first to raise concerns of Castell Alun Estyn Report and if there are concerns at other schools they should be resolved internally.  
The discussion of specific issues at individual schools at meetings will be raised with Claire Homard, Interim Chief Officer Education and Youth.
- DMc Questions the validity of results shown for Holywell High School in the data tables on page 15 of Agenda Pack.

### Resolutions

- (a) PL to revise the G.C.S.E. data tables to remove errors;
- (b) PL to re-check Holywell figures.

### **Agenda Item 7 - SACRE and School to School Collaboration**

- PL Reference is made to presentation of new assessment form in development.  
Schools should use the level descriptors for planning their Religious Education curriculum. The new form is designed to be used by teachers who then complete a monitoring form.  
The form needs to be refined before making it available to schools.
- RW Before allowing the form to be used in CiW schools the content would need to be approved by the Diocese.
- JD It would be positive if children could have access to their own feedback. Also, self-evaluation by staff who can then discuss it collectively as a team can help set priorities.

IR leaves the meeting.

- PL The final draft of the form will be translated before publication.  
Responding to a question from DMc, the form will be made available to all schools not just church schools.
- JD Questions whether schools will also be asked for feedback before form is finalised.
- PC Also enquires whether catholic schools will be included.
- PL There may be a possibility to test the form informally, with the permission of the Diocese of Wrexham Catholic Church.

### Resolutions

- (a) PL liaise with RW regarding form content.

## **Agenda Item 8 - WASACRE**

PL No minutes of the last WASACRE meeting have been received.

In reference the update from Welsh Government concerning the new curriculum, pioneer networks have received a document from WASACRE about syllabus content. Whenever a new review into Religious Education begins it always starts with a breakdown of what the aims of Religious Education are.

When Religious Education is included under the broader Humanities curriculum pupil understanding often depends upon the area of expertise of the teacher. Welsh Government have asked WASACRE for help as they do not have a Key Stage 2 specialist.

Once information is received critical comments can be made to aid development and Welsh Government are keen to maintain relationships with WASACRE and individual SACRE groups.

RW The CiW have provided comments to Welsh Government on whether the AOLE for humanities will diminish Religious Education as a whole.

Reassurances needed that Religious Education will be retained and embedded at primary level.

RW leaves the meeting.

PL The next WASACRE meeting is to be held Friday 9 March 2018 in Swansea

## **Resolutions**

(a) WASACRE minutes to be discussed at next meeting.

(b) PL to attend next WASACRE meeting and report back to the group.

## **Agenda Item 9 – Date of Next Meeting**

- 2:00pm, Wednesday 13 June 2018 at Hawarden Village Church School.

DMc Everyone is thanked for their attendance.

Meeting ends 3:50pm

Mae'r dudalen hon yn wag yn bwrpasol



# Eitem ar gyfer y Rhaglen 4

## Analysis of Inspection Reports Flintshire SACRE

**Spring 2017**

*(Reports published in the Autumn term)*

School	Dates
Ysgol Glanrafon	Jan 2017
Merllyn C.P School	Dec 2017
Ysgol Terrig	Dec 2017

### **New Inspection Framework:**

#### **Standards**

- A minority of pupils are able to express their ideas extremely maturely and articulately, such as when they compare religious and secular views regarding the sanctity of life when discussing the death penalty and abortion in religious education. (Castell Alun)

#### **Wellbeing and attitudes to learning**

- Nearly all pupils show positive attitudes towards their learning and develop successfully as ethical, informed citizens. (Castell Alun)

#### **Care, support and guidance**

- The school has appropriate plans in place for the delivery of the daily act of collective worship. These plans are complemented well by a wide range of valuable resources to support its 'thought for the day' programme. However, a few staff do not have a sufficiently clear understanding of the requirements of this programme. As a result, the school does not meet this statutory requirement. Nonetheless, overall, the school makes a strong contribution to pupils' spiritual, moral, social and cultural development. The religious education curriculum, a comprehensive PSE programme and the weekly whole-school assembly provide pupils with a sound understanding of these issues. The school is highly effective in promoting diversity and inclusivity. (Castell Alun)

### **Old Inspection Framework**

#### **Key Question 1: How good are outcomes?**

##### **Wellbeing**

- Members take responsibility for organising and promoting events, such as fundraising for charities. This promotes pupils' understanding of their role in society well. (Rhos Helyg)
- Most pupils play a valuable part in the local community through activities such as support for local charities and links with the church. (Whitford)

#### **Key Question 2: How good is provision?**

### **Learning experiences**

- Provision to promote pupils' understanding of sustainable development and global citizenship is effective. Teachers provide good opportunities through topic work for pupils to develop their understanding of different cultures and their role as global citizens, such as when comparing the lives of people in Africa and Wales. (Rhos Helyg)
- Most pupils have a good understanding of aspects of the wider world through the study of other countries, faiths and cultures. For example, they compare religions such as Islam to Christianity, and link with a school in India, which helps pupils to understand life in the wider world. (Whitford)
- Arrangements to develop pupils' understanding of sustainability issues and their responsibilities as global citizen are effective. For example, pupils compare their lives with children in Africa and learn about their customs and traditions. (Bryn Pennant)

### **Care, support and guidance**

- The school is a caring community that supports pupils' spiritual, moral, social and cultural development well. This strong ethos is successful in raising pupils' awareness of how to be safe and respectful to others. (Rhos Helyg)
- Staff promote pupils' cultural development well through a range of visits and visitors. The support for pupils' spiritual, moral, social and cultural development is successful, particularly through effective collective worship and personal and social education. (Whitford)
- Regular assemblies of good quality develop pupils' spiritual awareness well. There are many worthwhile opportunities for pupils to broaden their understanding of culture. (Bryn Pennant)

### **Learning environment**

- Acts of collective worship promote tolerance and fairness effectively. The school promotes pupils' awareness of other cultures well through the study of world religions and life in other countries, such as China. (Rhos Helyg)
- The school provides a very caring, inclusive and welcoming environment for all pupils, based on its Christian values. (Whitford)
- There is a strong emphasis on developing pupils as confident, caring and respectful members of the school and its wider community. (Bryn Pennant)

### **Key Question 3: How good are leadership and management?**

#### **Partnership Working**

- The school uses partnerships well to develop and extend the curriculum, including close work with the church, and effective links with the group of local schools. (Whitford)
- Community links are effective. For example, pupils visit the church for harvest services and a home for the elderly on St David's Day. These arrangements promote a strong sense of community involvement and support pupils' social and spiritual development well. (Bryn Pennant)