



## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CABINET

28 JULY 2020

#### STANDARD ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

#### REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDER, COUNCILLOR J ROSSER

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#### **1. PURPOSE OF THE REPORT**

- 1.1 The purpose of the report is to provide information to Members on the Council's statutory duties to establish a Standing Advisory Council on Religious Education (SACRE).
- 1.2 To update Members on the constitution of Rhondda Cynon Taf SACRE (Appendix A).
- 1.3 To inform Members that the Annual Report of the RCT SACRE for the academic year 2018-2019 is available (Appendix B).

#### **2. RECOMMENDATIONS**

It is recommended that the Cabinet:

- 2.1 Note the content of the Annual Report 2018-2019.

#### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 To ensure that Members are reassured that our statutory obligations are met.

#### **4. BACKGROUND**

- 4.1 Every Local Authority (LA) has a statutory duty to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), to advise on matters concerned with the provision of Religious Education (RE) and collective worship (Education Reform Act 1988).
- 4.2 The main function of SACRE is 'to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the Council or as the Council may see fit'.

4.3 The broad role of a SACRE is to support the effective provision of RE and collective worship in schools. Each LA should work with its SACRE to identify whether any changes need to be made in the agreed syllabus or in the support offered which might be taken to improve provision.

4.4 Each SACRE must publish an annual report on its work.

## **5. EQUALITY AND DIVERSITY IMPLICATIONS**

5.1 An Equality Impact Assessment is not needed because the contents of the report are for information purposes only.

## **6. CONSULTATION**

6.1 No consultation exercise has been required.

## **7. FINANCIAL IMPLICATION(S)**

There are no financial considerations

## **8. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

8.1 The local authority has statutory duties under Section 11 Education Reform Act 1988.

## **9. LINKS TO THE COUNCILS CORPORATE PLAN / OTHER CORPORATE PRIORITIES**

9.1 Educational performance has a clear link to the Council's priority of Building a Strong Economy. Improved educational performance will have a positive impact on this priority.

## **10. CONCLUSION**

10.1 Changes in the way support for schools is organised and delivered have resulted in changes in the provision of traditional subject led advisory service to a more school-to-school self-supporting system. Such changes in working practices has required SACRE to fulfil its role and functions with schools using a consultative model.

10.2 Co-ordination of the role and functions of the RCT SACRE is now commissioned through the Central South Consortium and a new consultant is now in post.

**Other Information:-**

***Relevant Scrutiny Committee-***

Children and Young People Scrutiny Committee

***Background Papers-***

None

**CONSTITUTION OF RHONDDA CYNON TAF 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 must:
  - specify any matters on which it has advised the LA;
  - broadly describe the nature of the advice;
  - set out its reasons for offering advice on any matters which were not referred to it in the first place by the LA;

The report should also follow the current guidance from Welsh Government on its structure and information that should be included in the report.

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

10. The Council shall comprise persons appointed by the local authority to represent respectively:
  - a. Such Christian and other religious denominations as, in the opinion of the LA, will appropriately reflect the principal 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.

The Council may also include co-opted members.

In order to qualify for membership of RCT SACRE, all members must either reside within Rhondda Cynon Taf or be employed by Rhondda Cynon Taf Council.

Rhondda Cynon Taf SACRE has agreed the following membership:

**Representatives from religious traditions and denominations.**

To optimise the efficiency of the SACRE, membership is sought from a wide range of religious traditions.

14 places from a range of religions and denominations which could include but is not restricted to:

- The Church in Wales
- The Roman Catholic Church
- Free Churches
- Bahâ'í Faith
- Buddhism
- Hinduism
- Islam
- Judaism
- Sikhism

**Teacher representatives**

The relevant statutory provision gives discretion to the authority to determine which associations are to represent teachers and will therefore include.

10 places from a range of teacher associations

**The LA**

6 members representing the local authority.

**Co-opt members (with no voting rights)**

Up to 4 members who have an interest in religious education and collective worship and can assist the committee in its functions.

- 11. Membership of the Council shall be for a period of four years. Any outgoing members may be re-appointed.
- 12. 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.

13. Members representing associations of teachers must include teachers of religious education.
14. 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.
15. Any member of the Council may at any time resign his or her office.

**Procedure:**

16. The Council shall meet not less than once in each school term.
17. Meetings are open to members of the public unless confidential information is to be disclosed.
18. RCT SACRE is a member of WASACRE (the Welsh Association of SACREs). It shall nominate up to four members, including the RE Consultant, to represent the SACRE at WASACRE meetings.
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. Resolutions shall be passed to the education department as appropriate.
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 Representative 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 and the Clerk to SACRE 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. The validity of proceedings of the Council shall not be affected by a vacancy in the office of any member of the Council.
25. The representative groups on the Council, other than that representing the Local 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.

**Rhondda Cynon Taf**  
Standing Advisory Council on  
Religious Education

**Annual Report**  
**for the Academic Year 2018 -**  
**2019**





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## **SECTION ONE**

### **INFORMATION ABOUT SACRE**

#### **1.1 Duty to establish SACRE**

All local authorities (LAs) are required to constitute a Standing Advisory Council on Religious Education (SACRE) within their local area.

#### **1.2 Composition of SACRE**

Representation on SACRE is required as follows:

- such Christian and other religious denominations as, in the opinion of the LA, will appropriately reflect the principal religious traditions in the area;
- associations representing teachers; and
- the LA.

It is the duty of the LA to ensure that members of the groups are appointed and that they are representative.

#### **1.3 Membership of SACRE**

The list of members of Rhondda Cynon Taf SACRE is set out in Appendix 1.

#### **1.4 Functions of SACRE**

The main function of a SACRE is 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;
- consider whether to recommend to the LA that its current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference;
- consider applications from schools for determinations (to be exempt from the requirement that worship be “Christian”)
- report to the LA and the Department for Education and Skills (DfES) on its activities on an annual basis.

#### **1.5 SACRE meetings**

Three meetings of SACRE were held during the 2018– 2019 academic year:

- 15<sup>th</sup> November, 2018
- 4<sup>th</sup> March, 2019
- 20<sup>th</sup> June 2019

A record of the main agenda items discussed during the meetings is to be found in Appendix 2.

## **1.6 Circulation of report**

Copies of this report have been circulated to the organisations/establishments listed in Appendix 3.

## SECTION TWO

### EXECUTIVE SUMMARY

#### SUMMARY OF THE ADVICE GIVEN TO THE LOCAL AUTHORITY BY SACRE

##### 2.1 Religious Education

A brief summary of the advice that SACRE has given to the Local Authority follows:

Aim: To monitor provision and standards in religious education

##### Action

1. SACRE considers and analyses school inspection reports. If there are any issues regarding religious education, such as the non- fulfilment of statutory requirements, the Local Authority follows this up. During the academic year 2018–2019 no such follow up action was necessary.
2. 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.
3. The LA and its SACRE gather and analyses data via the Consortium regarding Key Stage 3 teacher assessment in religious education. This information is presented to SACRE and sent to all secondary schools in the LA.
4. Previously the SACRE wrote to all schools in the local authority reminding them that coverage of the programmes of study of the locally agreed syllabus remains a statutory requirement whilst the curriculum is under review. It also wrote to secondary schools drawing specific attention to delivery of RE at KS4 and informing them that coverage of the Global Citizenship unit alone would not be sufficient to cover all aspects of the agreed syllabus KS4 programme of study.

##### 2.2 Agreed Syllabus

Aim: To fulfil the legal requirement to review the agreed syllabus for religious education on a five year basis and to monitor its implementation

##### Action

1. In 2008 Rhondda Cynon Taf 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. Comprehensive support materials, including schemes of work and electronic *Progress in Learning* files for secondary schools, have already been issued to schools.
2. In June 2013 the Agreed Syllabus Conference endorsed the re-adoption of the Rhondda Cynon Taf agreed syllabus for religious education with an understanding

that the syllabus would be reviewed once further information is received in relation to the assessment and National Curriculum review. This is still the situation.

3. During 2018 – 2019 SACRE members received updates on the consultations undertaken in relation to the National Curriculum and assessment review. They also gave feedback on the proposals.
4. Previously SACRE considered the Successful Futures Report on the review of the curriculum in Wales. It was noted that there would be implications for RE and the Agreed Syllabus. All members were invited to submit their views to the RE Consultant. SACRE will continue to monitor and respond to developments in this area.
5. A Welsh Government consultation with SACREs took place in the Autumn Term 2018 and spring and summer terms 2019.
6. SACRE will continue to monitor further developments in the curriculum review and respond accordingly on an ongoing basis as appropriate. RE remains a statutory curriculum requirement from reception. In the new curriculum RE will form part of the Humanities Area of Learning and Experience.
7. Welsh Government has continued to indicate they would like a two way dialogue with SACREs on their views of RE in the new curriculum. In newsletters to SACREs, Welsh Government outlined the ‘What Matters’ approach that has been adopted for designing the new curriculum for Wales and shared some initial drafts from the Humanities group with SACRE. The Humanities AoLE pioneer group has been regularly refining their What Matters statements and accompanying rationales. The frameworks shared with SACRE reflect the work undertaken so far in relation to progression.
8. The Welsh Government has continued to invite feedback from SACRE on the latest proposals at two points during 2018-2019. SACRE discussed the proposals both during meetings and via further responses that were sent to the consultant, Maggie Turford, who collated the responses and forwarded them to Welsh Government on behalf of SACRE.
9. The Welsh Government will continue to clarify the relationship between the Humanities AoLE and the locally agreed syllabus during 2018-2019 and will be working closely with representatives from WASACRE and NAPfRE.

### **2.3 Teaching Materials**

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

#### Action

The following resources and information have previously been provided to schools

1. All schools were informed of the 2019 Holocaust Memorial Day theme and that Holocaust resources can be found on their website [www.hmd.org.uk](http://www.hmd.org.uk).

2. Schools were advised that the formerly published RE News was now available to view on line at the following address: [www.religious-education-wales.org](http://www.religious-education-wales.org).
3. Managing the Right of Withdrawal from RE published by WASACRE.
4. SACRE RE News Bulletin: A termly SACRE RE News Bulletin was distributed to all schools and interested parties this included information on the New Curriculum, the Estyn Thematic Review, WJEC updates, Interfaith Week and places of worship as well as articles submitted by teachers and SACRE members from a number of Local Authorities.
5. Information was shared on Visit My Mosque.
6. Information on visits and visitors in South Wales was distributed to schools.
7. The CYTŪN POLICY BULLETIN was shared with schools.
8. The Newsletter of the Religious Education Council of England and Wales.
9. Diversity of Religion and Belief: A guidance resource pack for primary schools in England and Wales published by Cardiff University School of Social Science.

#### **2.4 Training for Teachers**

Aim: To ensure that teachers are able to access appropriate continuing professional development.

##### Action

1. No RE courses were offered by the local authority via Central South Consortium this year.

#### **2.5 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 spiritual, moral, social and cultural development. If there are any issues such as the non-fulfilment of statutory requirements the LA follows this up. During the academic year 2018 – 2019, no such follow up action was necessary. The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral, social and cultural development well.

#### **2.6 Other Issues**

Aim: To ensure a more informed SACRE through providing regular updates on local and national issues.

## **WASACRE**

SACRE has maintained its membership of WASACRE and receives termly feedback from meetings of the association by its representatives.

## **National Advisory Panel for Religious Education (NAPfRE)**

The RE Consultant to SACRE is a member of NAPfRE and regularly attends meetings on SACRE's behalf.

## **Holocaust Education**

*Rhondda Cynon Taf SACRE was informed of the 2019 Holocaust Memorial Day theme and resources to be found at [www.hmd.org.uk](http://www.hmd.org.uk).*

## **Curriculum Review**

SACRE has received regular updates on the development of the new curriculum and the implications for religious education.

## **GCSE and GCE Examination Specifications**

SACRE were updated on the progress being made with regards to the new A Level and GCSE Specifications for RS.

## **ESTYN Thematic Review and Updates**

SACRE received feedback on the Estyn Thematic Report in the Summer and Autumn Terms of 2018.

## **SACRE Training**

The consultant to SACRE gave a presentation on developments in the New Curriculum for Wales and the place of RE within this.

## **Commission on Religious Education in England**

The Consultant presented the final report "*The CoRE and its relevance to Wales: A paper for discussion.*"

## **Humanist Representation on SACRE**

It had been agreed in the Summer 2018 meeting to invite a Humanist representative to sit as a Group A representative on Rhondda Cynon Taf SACRE. This has now taken place.

## **SECTION THREE**

### **SUMMARY OF ADVICE TO THE LOCAL AUTHORITY ON RELIGIOUS EDUCATION**

#### **3.1 The Locally Agreed Syllabus**

During the spring term 2008, Standing Conference had endorsed and adopted a new agreed syllabus for the authority's schools to be implemented from September 2008. The agreed syllabus closely relates to *The National Exemplar Framework for RE*.

In June 2013, Standing Conference endorsed the re-adoption of the Rhondda Cynon Taf agreed syllabus, with an understanding that the syllabus would be reviewed once further information is received in relation to the assessment and National Curriculum review.

In spring 2015, SACRE had considered the Donaldson Successful Futures Report on the review of the curriculum in Wales. It was noted that there would be implications for RE and the Agreed Syllabus.

It was agreed that a statement regarding time allocation for RE in schools would be drafted and schools would be consulted.

1. SACRE has received termly updates on the consultations undertaken in relation to the National Curriculum and assessment review. SACRE are awaiting further details from Welsh Government on assessment issues in particular and advice from WASACRE, before beginning any RE agreed syllabus review. A Welsh Government consultation with SACREs took place during the academic year 2018-9. Members of RCT SACRE were consulted and the consultant fed back on their behalf to WG in July 2019.

#### **3.2 Standards in Religious Education**

##### **Examination Results 2018**

SACRE considered examination performance in the secondary schools for 2018. The examination results for Rhondda Cynon Taf are compared with the Local Consortium, 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. The examination results are sent to all secondary schools within the Local Authority.

Full details of 2018 are published in Appendix 4 along with results for 2016 and 2017.

##### **GCSE Religious Studies Full Course**

There was an increase in entries for the GCSE Religious Studies course in 2018 with 1012 candidates from 14 schools. In 2017, there were 999 students from 16 schools. There was also an increase in the all Wales figure with 11870 candidates compared to 11051 candidates in 2016.



The cohort entry for Rhondda Cynon Taf in 2018 was 40.8%, which is an increase on the 2017 entry.

The overall percentage of A\* - G grades for Rhondda Cynon Taf in 2018 is 99.0% which is higher than both the 2016 and the 2017 figures. The Consortium and all Wales performances are slightly lower.

The overall percentage of A\* - C grades for Rhondda Cynon Taf in 2018 is 70.4% which is higher than the figures in 2016 and in 2017. Performance at A\* - C of 70.4% in RCT is on a par with the Consortium figure, but slightly higher than the all Wales figure.

In 2018, the overall percentage of A\* - A grades for Rhondda Cynon Taf is 26.8% which is an improvement on both the 2016 and 2017 figures. It remains slightly below the Consortium performance but slightly better than the All Wales figure.

### **GCSE Religious Studies Short Course**

In 2018, there was a noticeable decrease in the number of students sitting the GCSE Religious Studies short course with only 705 students from 14 schools in comparison to 868 students from 16 schools in 2017. Across Wales there continues to be a drop in numbers of candidates entered, with 8307 students in comparison to 11,666 students in 2016.

In 2017 and 2018, schools used selective entry, whereas in 2016 some schools in Rhondda Cynon Taf entered almost a full cohort. The average cohort entry for Rhondda Cynon Taf in in 2017 and 2018 is considerably lower than in 2016 when it was over 67 % of the cohort.

The overall % of A\* - G grades for Rhondda Cynon Taf in 2018 decreased to 82.0%. It is now lower than both the Consortium and all Wales figures.

The overall percentage of A\* - C grades for Rhondda Cynon Taf in 2018 is 23.7%. This is a decrease from the 2017 figure of 28.8%. The Consortium figure and that for Wales have also significantly decreased this year. The figure of 23.7% remains well below the Consortium and the All Wales figures.

The overall percentage of A\* - A grades for Rhondda Cynon Taf in 2018 of 3.7 % is an improvement in the 2017 figure. The 2018 performance is below the Consortium and the All Wales figures.

### **AS Level Religious Studies**

The new WJEC GCE A Level specification was introduced in September 2016 with these first examination results in 2017 for AS Level.

There continues to be a significant decrease in the number of students who sit the AS Level examination compared to 2016.

The overall percentage of A - E grades for Rhondda Cynon Taf is 87.5%, which is an improvement from the 2017 figure. Performance is similar to the Consortium figure.

The overall percentage of A - C grades for Rhondda Cynon Taf is 37.5 %, which is similar

to the 2017 figure. Performance at A-C is below the Consortium figure.

The overall percentage of A grades for Rhondda Cynon Taf is 5.0% an improvement since 2017.

### **A Level Religious Studies**

2018 saw a further drop in entries for A Level Religious Studies at 107 students from 13 schools compared to 179 candidates from 16 schools in 2016. The number of candidates who sat the examination across Wales is lower at 1066 students in comparison to 1446 in 2016.

The 2018 % pass rate for grades A\* – E remained roughly the same as in 2017. Performance is higher than the Consortium figure but lower than the All Wales figure.

The percentage pass rate for grades A\* – C saw a slight improvement from 2017. Performance at A\*-C is similar to the Consortium figure but slightly below the All Wales figure.

22.4 % of students achieved A\*-A grades in 2018. This is a significant improvement from 2017. Performance at A\*-A is on a par with the Consortium performance and the All Wales figure.

### **Key Stage 3 Data**

Members of Rhondda Cynon Taf 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. The data is sent to all secondary schools within the Local Authority. End of key stage 3 levels are published in Appendix 5.

### **School Inspection Reports**

SACRE, with the LA's agreement and co-operation, receives reports from professional officers on standards and provision and reviews summary reports of inspection findings as well as Estyn surveys as they occur.

From February 2018 until May 2019, 19 primary schools and 2 secondary schools were inspected and reported on in Rhondda Cynon Taf. These do not include denominational schools, as these are not within the remit of the SACRE

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements.

A small number of inspection reports made no explicit judgement regarding spiritual development.

Most pupils have a developing understanding of their global responsibilities and sense of fairness and equality through their links with schools abroad. In addition, assemblies generally provide worthwhile opportunities for pupils to reflect on issues of importance and there are worthwhile opportunities to develop pupils' social, moral and cultural understanding. Visitors to the school provide opportunities to enhance pupils' spiritual, moral, social and cultural development and understanding of diversity.

Whilst there were very few direct references to religious education in the reports it was noted that schools promote respect and tolerance and celebrates diversity successfully through whole school topics. Pupils develop a broad understanding of world religions through an appropriate range of planned activities.

Collective worship provides pupils with worthwhile opportunities to reflect on their actions and how they affect others in some schools

Letters were sent to each of the schools from SACRE acknowledging the respective good practice and offering support if needed.

### **School Self-Evaluation**

SACRE had resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor provision and standards in religious education. However, during 2014 – 2015 the decision to request self-evaluation reports was being reviewed by the School Improvement Officers to determine if this was the LA's preferred method of monitoring. It was resolved at the summer 2016 meeting that SACRE would not continue to use the school self-evaluation proforma as a means of monitoring provision and standards in religious education.

### **3.3 Methods of Teaching, Choice Of Teaching Materials, Teacher Training**

#### **Teaching Materials**

A wide range of teaching materials have been made know to schools by SACRE. Example of which are as follows:

#### **Holocaust Memorial Day 2018 Resources**

All schools were informed of the 2019 Holocaust Memorial Day theme. Schools were informed by SACRE that further information about the theme and free educational Holocaust resources can be found on their website [www.hmd.org.uk](http://www.hmd.org.uk) – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

#### **RE News**

Schools were advised that the formerly published RE News was now available to view on line at the following address: [www.religious-education-wales.org](http://www.religious-education-wales.org)

#### **Guidance on the Withdrawal Clause**

SACRE distributed the WASACRE document Managing the Right to Withdrawal from Religious Education to all schools and SACRE.

#### **Farmington Scholarships**

Scholars are free to study any aspect of Religious Education they wish but preference will be given to applicants whose work can be seen to be of direct value to the teaching of RE in schools. For more information schools can visit [www.farmington.ac.uk](http://www.farmington.ac.uk) or E-mail: [farmington@hmc.ox.ac.uk](mailto:farmington@hmc.ox.ac.uk)

#### **Interfaith News Bulletins were shared with schools**

<https://www.interfaith.org.uk/news/ifn-e-bulletin>

A list of **free resources** for schools was also distributed these included suggested useful websites as was information on **visits and visitors** in South Wales was distributed to schools.

The Churches Together in Wales **CYTÛN POLICY BULLETIN** was shared with schools <http://www.cytun.org.uk/index.html>. CYTÛN produces bulletins throughout the year.

#### **INSET**

Central South Consortium INSET

*No RE courses were offered by the local authority via Central South Consortium this year.*

## **SECTION FOUR**

### **SUMMARY OF ADVICE ON COLLECTIVE WORSHIP**

Monitoring of collective worship has continued through a review of inspection report findings.

#### **4.1 School Inspection Reports**

From February 2018 until May 2019, 19 primary schools and 2 secondary schools were inspected and reported on in Rhondda Cynon Taf. These do not include denominational schools, as these are not within the remit of the SACRE

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements in relation to collective worship. Estyn noted no instances of non-compliance with statutory requirements in relation to collective worship. A small number of inspection reports made no explicit judgement regarding spiritual development.

The quality of collective worship is mentioned in some inspection reports and a number of good features are highlighted.

Collective worship:

- provides pupils with worthwhile opportunities to reflect on their actions and how they affect others in some schools
- enhances the spiritual, moral, social and cultural development of pupils well
- promotes sustainable development and global citizenship effectively
- provides pupils with worthwhile opportunities to reflect on their actions and how they affect others
- promotes respect and tolerance effectively
- provides suitable opportunities for pupils to reflect on how they should treat others and to understand the diversity of the world

SACRE wrote to all schools to acknowledge their good practice and to offer support.

#### **4.2 School Self-Evaluation**

SACRE had resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor provision and standards in religious education. However, it was decided that SACRE would not continue to use the school self-evaluation proforma as a means of monitoring provision and standards in religious education.

#### **4.3 Determinations**

As last year, 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.

## **SECTION FIVE**

### **SUMMARY OF OTHER ISSUES**

#### **5.1 WASACRE**

SACRE continues to support the work of the Wales Association of SACREs (WASACRE) and recognises the value of the body in promoting religious education and collective worship on a national basis. During 2018-2019, issues considered at WASACRE meetings have been fully reported back to SACRE.

#### **5.2 National Advisory Panel for Religious Education (NAPfRE)**

The Consultant to RCT SACRE is a member of NAPfRE and regularly attends meetings on SACRE's behalf.

#### **5.3 Holocaust Education**

Rhondda Cynon Taf SACRE was informed of the 2019 Holocaust Memorial Day theme that further information about the theme and free educational Holocaust Memorial Day resources can be found on their website [www.hmd.org.uk](http://www.hmd.org.uk). Schools were informed.

#### **5.4 National Curriculum for Wales**

SACRE has received termly updates, through feedback from the Consultant to SACRE, Maggie Turford, on the progress of the National Curriculum Review and its implications for RE in the curriculum. RE remains a statutory curriculum requirement from reception and will form part of the Humanities Area of Learning and Experience. WG send a termly newsletter to SACREs outlining the developmental work of the Pioneer Schools in relation to RE in the Humanities.

#### **5.5 GCSE and GCE Specifications**

SACRE have been updated about the progress being made with regards to the implementation of the new GCE and GCSE specifications and the work of Lead Practitioners, via updates from the Consultant. Staff from RCT schools have been involved in this discussion.

#### **5.6 Statutory Requirements for RE**

Previously SACRE wrote to all schools reminding them that coverage of the programmes of study of the locally agreed syllabus remains a statutory requirement. It was brought to SACREs attention that the 2016 WASACRE survey on the impact of the WBQ on Religious Education showed that some secondary schools believed that delivery of the Global Citizenship element of WBQ was sufficient to cover the RE requirements. SACRE resolved to remind secondary schools that coverage of the Global Citizenship unit alone would not be sufficient to cover all aspects of the agreed syllabus KS4 programme of study.

## **5.7 ESTYN Thematic Review and Updates**

SACRE members received the outcomes of the Estyn Thematic review of KS 2 and 3 and made a response to this via their consultant. Estyn was very supportive of the feedback given. Estyn have been in regular attendance in WASACRE meetings during 2017-2018.

## **5.8 Commission on Religious Education in England**

“The final CoRE report was presented to SACRE members at the spring term meeting.

## **5.9 Humanist representation on SACRE**

It was agreed in the summer 2018 meeting to invite a Humanist representative to sit as a co-opted member representative on Rhondda Cynon Taf SACRE. This decision will be reviewed in due course.

## Appendix 1

### SACRE MEMBERSHIP

LA: 6 Places

Religions and denominations: 14 Places

Teacher Associations: 10 Places

<b>ORGANISATION</b>	<b>NAME</b>
<b>LA Officers</b>	Gaynor Davies RCT Bernard Whittingham RCT Emma Griffiths RCT Clerk to SACRE
<b>LA members</b>  Rhondda Cynon Taf County Borough Council	County Borough Councillor Mark Adams County Borough Councillor Jeffrey Elliott - Vice Chair County Borough Councillor Geraint Hopkins County Borough Councillor Jayne Brencher County Borough Councillor Margaret Griffiths County Borough Councillor Martin Fidler Jones
<b>Religions and denominations</b>	
Church in Wales	The Reverend Peter Lewis
Catholic Church	Wendy Lavagna
The Evangelical Movement of Wales	Mr Brian Rogers
Baptist Union of Wales	The Reverend David Brownutt - Chair
Bahá'í	Carol Adams
Jewish	Prof. David Cohen
Church in Wales	Ruth Moverley
Humanist	Mike Reynolds
<b>Teacher associations</b>	
NAS/UWT	Donna Graves (Y Pant)
NAS/UWT	Mr Mathew Maidment (Bryncelynnog Comp)
NUT	Lynsey Parsons (Cwmlai Primary)
NAS/UWT	Catherine Drew (Tonyrefail CS)
Co-opted	Jane Ward
Co-opted	Darren Rogers
Co-opted	Mrs Lynda Davies
Co-opted (Humanist)	Mike Reynolds
<b>RE Consultant</b>	Maggie Turford



## **Appendix 2**

Record of SACRE Meetings. Three meetings of SACRE were held during the 2018 – 2019 academic year:

- 15<sup>th</sup> November 2018
- 4<sup>th</sup> March 2019
- 20<sup>th</sup> June 2019

### 15<sup>th</sup> November, 2018

- Welcome and apologies for absence
- Minutes of the last meeting
- Action Points and Matters Arising
- To receive and approve the SACRE Annual Report 2017 – 2018
- Review of KS2 and 3 RE
- Curriculum development update from 28 September workshop
- WASACRE
  - draft minutes from WASACRE meeting July, N Wales
  - dates of future WASACRE meetings
- Correspondence
- AOB
- Future dates, venues and items:
  - ✓ Self- evaluation and development planning
  - ✓ School data
  - ✓ RE in the curriculum -updates

### 4<sup>th</sup> March, 2019

- Welcome and Apologies
- Minutes of the last meeting
- Matters Arising
- Monitoring standards
  - KS3 data analysis
  - GCSE Examination data
- Inspection synopsis
- Commission on RE-final report summary
- Curriculum development update
  - To consider and respond to the letter and supporting documents to SACREs from Welsh Government
- WASACRE –feedback for November meeting
- Response to Estyn review
- Self-Evaluation process and development planning
- To confirm the date of the Summer SACRE meeting

### 20<sup>th</sup> June 2018

- Welcome and apologies for absence
- Minutes from the last meeting
- Matters arising and actions
- Constitution and membership if applicable
- Self-evaluation and development planning

- Pioneer school input if available
- Inspection synopsis
- Annual report process
- WASACRE issues
  - minutes from WASACRE meeting 26th March
  - nomination for WASACRE Executive Committee
  - To note dates of future WASACRE meeting June 28 Conwy and confirm representation

### **Appendix 3**

#### LIST OF ORGANISATIONS TO WHICH THIS REPORT HAS BEEN SENT

- All schools in Rhondda Cynon Taf
- DfES
- Welsh Government
- Estyn
- Directors of Education, all other Welsh LAs
- Wales Association of SACREs
- University of Wales Trinity St David
- Welsh National Centre for Religious Education-Bangor
- Central South Consortium
- Church in Wales (Diocese of Llandaff)
- The Roman Catholic (Archdiocese of Cardiff)
- Other Churches
- Association of Religious Education Teachers in Wales
- National Library of Wales, Aberystwyth
- Religious Education Movement Wales
- Cytun
- Swansea Metropolitan University

## Appendix 4

**EXAMINATION RESULTS****Examination Results Analysis 2018 - GCSE Religious Studies**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Consortium 2018</b>	<b>All Wales 2018</b>
<b>A* - A</b>	24.4%	20.0%	26.8%	28.8%	26.1 %
<b>A* - C</b>	67.2%	66.2%	70.4%	70.0 %	68.0%
<b>A* - G</b>	96.9%	97.9%	99.0%	98.1%	97.4 %
<b>Entry</b>	872 students (33% of cohort) 14 schools	999 students (38.8%of cohort) 16 schools	1012 students (40.8 % of cohort) 14 schools	4747 students (52.0 % of cohort)	11870 students (39.0 % of cohort)

**Examination Results Analysis 2018 - GCSE Religious Studies Short Course**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Consortium 2018</b>	<b>All Wales 2018</b>
<b>A* - A</b>	17.4%	2.4%	3.7%	4.8 %	8.1 %
<b>A* - C</b>	52.5%	28.9%	23.7%	34.6%	39.2%
<b>A* - G</b>	91.6%	87.1%	82.0%	84.5 %	87.8 %
<b>Entry</b>	1792 students  (67.9% of cohort) 15 schools	868 students  (33.7% of cohort) 16 schools and EOTAS- education other than school	705 students (28.4% of cohort) 14 schools plus EOTAS	2108 students  (23.1% of cohort)	8301 students  (27.3% of cohort)

**Examination Results Analysis 2018- AS Level Religious Studies**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Consortium 2018</b>
<b>A* - A</b>	0.0%	7.1%	5.0%	6.8%
<b>A - C</b>	35.3%	40.2%	37.5%	42.4%
<b>A-E</b>	67.6%	76.4%	87.5%	87.1%
<b>Entry</b>	34 students 12 schools	127 students	40 students in 11 schools	132 students

### Examination Results Analysis 2018 - A level Religious Studies

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Consortium 2018</b>	<b>All Wales 2018</b>
<b>A* - A</b>	12.3%	9.7%	22.4%	23.5%	22.0%
<b>A* - C</b>	67.0%	73.1%	74.8%	72.8%	77.1%
<b>A-E</b>	90.5%	97.9%	97.2%	94.0%	99.6%
<b>Entry</b>	179 students 16 schools	145 students 14 schools	107 students 13 schools	400 students	1066 students

**Appendix 5**

**Key Stage 3 Year 9 Religious Education Levels 2018**

<b>All Pupils</b>	<b>NOR</b>	<b>% No level</b>	<b>% Disapplied</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>	<b>% Level 4</b>	<b>% Level 5</b>	<b>% Level 6</b>	<b>% Level 7</b>	<b>% Level 8</b>	<b>% Exceptional</b>	<b>% Total Pupils</b>	<b>% L</b>	<b>% L</b>	<b>% L</b>
<b>Rhondda Cynon Taf</b>	2193	0.7	0.0	0.0	0.5	1.1	9.1	37.1	34.9	15.9	0.7	0.0	100.0	88.6	51.5	16.6
<b>Consortium</b>	6668	0.8	0.0	0.0	0.2	1.3	8.6	36.6	34.6	16.3	1.6	0.1	100.0	89.1	52.5	17.9

<b>Boys</b>	<b>NOR</b>	<b>% No level</b>	<b>% Disapplied</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>	<b>% Level 4</b>	<b>% Level 5</b>	<b>% Level 6</b>	<b>% Level 7</b>	<b>% Level 8</b>	<b>% Exceptional</b>	<b>% Total Pupils</b>	<b>% L</b>	<b>% L</b>	<b>% L</b>
<b>Rhondda Cynon Taf</b>	1110	0.7	0.1	0.0	0.7	1.7	13.0	41.5	30.5	11.6	0.1	0.0	100.0	83.8	42.3	11.7
<b>Consortium</b>	3338	0.9	0.0	0.1	0.3	2.0	12.0	42.4	31.2	10.6	0.4	0.1	100.0	84.8	42.3	11.1

<b>Girls</b>	<b>NOR</b>	<b>% No level</b>	<b>% Disapplied</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>	<b>% Level 4</b>	<b>% Level 5</b>	<b>% Level 6</b>	<b>% Level 7</b>	<b>% Level 8</b>	<b>% Exceptional</b>	<b>% Total Pupils</b>	<b>% L</b>	<b>% L</b>	<b>% L</b>
<b>Rhondda Cynon Taf</b>	1080	0.4	0.0	0.0	0.2	0.5	5.2	32.6	39.4	20.4	1.3	0.1	100.0	93.8	61.2	21.8
<b>Consortium</b>	3327	0.6	0.0	0.0	0.1	0.6	5.1	30.7	38.1	21.9	2.8	0.1	100.0	93.6	62.8	24.8

**Note**

*Teacher assessment is not moderated externally. Teachers arrive at judgements for each pupil using assessment information gathered during the course of key stage 3. Exemplification material is made available to schools in order to moderate standards internally against the level description contained in the agreed syllabus.*

*At all levels, the local authority perform approximately in line with the consortium*

*Girls outperform boys at all levels, but the gap is widest at L6+*

## Appendix 6 Development Plan

### SACRE DEVELOPMENT PLAN 2019 – 2022 (ACADEMIC YEAR)

#### Aim 1: To monitor standards in Religious Education and Religious Studies.

Work with school staff to support the above and to add value to work of the SACRE

Questions to consider

- How well do we know how our schools and the SACRE is doing?
- Do we have enough information to make judgements?
- What else could we do?
- Is there any way we can support teachers' professional development –CPD?
- What do we need to do to help schools understand the role of SACRE?

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress at June 2019
1.1 Monitor standards through regular Review of inspection reports/ Estyn thematic reviews/ school self evaluation reports and recommend, where necessary, action by Local Authority.	Annual agenda item Autumn Term Actions	Full SACRE Adviser	Agenda time Adviser time for analysis	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.	<b>Inspection analyses carried out on regular basis. The majority have judgements on RE Collective worship and spiritual development</b>
1.2 Receive information on results of: Teacher Assessment at end of Key Stage 3; GCSE Religious Studies Full and Short Course; A/AS level Religious Studies.	Spring Term Actions	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends; advice, where appropriate, on particular schools.	<b>SACRE members given 2018 outcome data for KS3 and 4 at Spring term meeting 2019. Teacher input at Spring meeting stressed the difficulty of new GCSE course in</b>



					<b>terms of vast amount of content</b>
1.3 Identify CPD needs, monitor and offer advice on training.	Autumn Term Actions	Full SACRE	Agenda time	Training programme received along with figures on uptake; advice to LA.	<b>There remains a shortage of specialist RE CPD and the new curriculum will continue to make demands for this.</b>
1.4 Involve staff in schools more closely with work of the SACRE	ongoing Actions	Full SACRE teachers	Agenda time	Improved understanding of all SACRE members of work in schools and better understanding of the work of the SACRE	<b>More school staff to be involved in future</b>

**SACRE DEVELOPMENT PLAN 2019 – 2022 (ACADEMIC YEAR)**

**Aim 2: To review the agreed syllabus and support its implementation, taking into account consideration the new curriculum arrangements for RE as they are implemented.**

*Questions to consider*

- *How will new curriculum arrangements impact actions?*
- *What support will schools need?*
- *How can SACRE members be best updated on new curriculum?*
- *How are SACRE and Agreed Syllabus likely to change?*

<b>Areas of development</b>	<b>Schedule</b>	<b>People involved</b>	<b>Time and costs</b>	<b>Outcomes</b>	<b>Progress</b>
2.1 To review the agreed syllabus for Religious Education	Summer 2019 onwards (or as appropriate) Actions	Full SACRE Adviser Working group NAPfRE	Advisory time to review the agreed syllabus. Establish a working group (if applicable). Convene a Standing Conference to adopt the syllabus Publication/ translation costs (as appropriate)	Agreed syllabus reviewed and adopted by Standing Conference. Agreed Syllabus training programme for schools (if required) Agreed syllabus to be implemented the Autumn term after adoption.	<b>To be discussed at termly SACRE meetings. As SACRE still unclear about potential changes with new curriculum arrangements, this will need to be on the agenda at each meeting.</b>
2.2 Materials to support implementation of the agreed syllabus for RE	Ongoing Actions	Full SACRE Consultant	Advisory time	Support materials available to schools and accessed through Consortium website.	<b>Working group and other practitioners on new curriculum to be involved with RCT SACRE- Autumn/2019 and Spring term 2020</b>

<p>2.3 To keep updated on progress in terms of implementation of RE in new curriculum</p>	<p>In line with WG implementation process Actions</p>	<p>Full SACRE Consultant</p>	<p>Advisory time</p>	<p>Schools well informed and prepared to introduce new arrangements</p>	<p><b>New curriculum to be on each agenda. Members have discussed on 2 occasions and have contributed to WG consultation on new curriculum</b></p>
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**SACRE DEVELOPMENT PLAN 2019– 2022 (ACADEMIC YEAR)**

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

*Questions to consider*

- *Are there other ways SACRE members can monitor the above?*
- *Links with Estyn?*

<b>Areas of development</b>	<b>Schedule</b>	<b>People involved</b>	<b>Time and costs</b>	<b>Outcomes</b>	<b>Progress</b>
3.1 Monitor provision for collective worship through regular review of inspection reports/ school self evaluation reports; recommend, where necessary, action by LA.	Annual agenda item Autumn term Actions	Full SACRE and Adviser	Agenda time Adviser time for analysis	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.	<b>See no 1-each inspection report and Estyn review – e.g. KS2 and 3 have been analysed at SACRE meetings- Autumn 2018 and Spring 2019</b>
3.2 To support the implementation of statutory collective worship	Ongoing Actions	Advisory service	Advisory time	Provision of INSET (if applicable) Schools informed of resources and websites for collective worship. Schools informed of guidance materials available for collective worship	To be addressed

**SACRE DEVELOPMENT PLAN 2019– 2022 (ACADEMIC YEAR)**

**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. In this to enable SACRE members to evaluate their own development and progress as a committee**

*Questions to consider*

- *How can SACRE members best develop their role as a Council?*
- *In what other ways can we ensure that schools and local community understand the role and work of SACRE?*
- *What do we need to do to improve as a SACRE?*

<b>Areas of development</b>	<b>Schedule</b>	<b>People involved</b>	<b>Time and costs</b>	<b>Outcomes</b>	<b>Progress</b>
4.1 To update members on the role of SACRE and its implications; recent developments in RE and collective worship; guidance materials from relevant bodies; input from practising teachers and outside providers	Termly/Annually as required Actions?	SACRE members , Adviser, practising teachers, outside providers	Member time; Adviser / Officer time	SACRE members fully aware of their responsibilities. SACRE and schools updated and informed of recent developments and initiatives, both local and national.	<b>External input- from teacher representatives at SACRE meetings have helped to progress this</b>
4.2 Programme of school visits.	Termly/Annually as required Actions?	SACRE members , Adviser/ Officers	Member time; Officer time to arrange visits	More informed SACRE on provision and practice regarding RE and collective worship in schools.	To be addressed
4.3 To ensure that members are aware of strengths and areas for development of the SACRE	Actions?				<b>Ongoing as development plan updated</b>

**LOCAL GOVERNMENT ACT 1972**  
**AS AMENDED BY**  
**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**  
**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**  
**CABINET**  
**28 JULY 2020**

**REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE RELEVANT PORTFOLIO HOLDER, COUNCILLOR J ROSSER.**

**AUTHOR:** Bernard Whittingham – Head of School Achievement (Secondary)

**Background papers** – None.

**Officer to contact:** Gaynor Davies – 01443 744014