

Merthyr Tydfil County Borough Council

Standing Advisory Council for Religious Education

Annual Report 2018 - 2019



Cyngor Bwrdeistref Sirol
MERTHYR TUDFUL
MERTHYR TYDFIL
County Borough Council

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL
STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

ANNUAL REPORT 2018- 2019

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COMPOSITION, ROLES AND RESPONSIBILITIES OF SACRE

COMPOSITION OF SACRE

The membership of the Standing Advisory Council for Religious Education is determined by the Education Acts of 1944, 1993 and the Education Reform Act of 1988. SACRE has three constituent groups, each group being entitled to one vote:

- Christian denominations and other religions and religious denominations;
- associations representing teachers; and
- the local authority (LA).

The members representing each of these groups for 2018- 2019 are listed in Appendix 1.

THE ROLES AND RESPONSIBILITIES OF SACRE

The main function of a SACRE is to:

- advise the LA about religious education and collective worship;
- require the authority to review the agreed syllabus;
- consider applications from schools for determinations (to be exempt from the requirement that worship be “Christian”);
- publish an annual report on its work; and
- play a part in the local statutory complaints procedure where cases are referred to it relating to religious education or collective worship.

Advice may relate to:

- methods of teaching;
- the choice of teaching materials;
- the provision of teacher training; and
- any other matter relating to religious education and collective worship which SACRE considers appropriate.

RECORD OF MEETINGS

Three meetings of SACRE were held in the academic year 2018- 2019:

- 23rd October 2018 at the Civic Centre
- 19th March 2019 at the Civic Centre
- 4th June 2019 at the Civic Centre

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

CIRCULATION OF REPORT

Copies of this report have been circulated to the organisations/establishments listed in Appendix 5.

EXECUTIVE SUMMARY

Summary of the advice given to the LA by SACRE

RELIGIOUS EDUCATION

Aim: To monitor standards and provision 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 LA follows this up. There were five primary schools and one secondary school inspected and reported on from February 2018 until June 2019. These inspection reports were considered at two of the SACRE meetings held during the academic year.
2. SACRE only comments on those schools which are non-denominational and maintained by the local authority. Denominational schools fall outside of the SACRE remit.
3. SACRE writes to schools after analysing inspection outcomes. The letter includes congratulations on good results.
4. Comments were generally positive stating that curriculum and statutory requirements were met. There were no recommendations relating to religious education identified in the reports and therefore no follow up action was necessary.
5. SACRE analyses examination results over a three year period and identifies trends in performance benchmarked against All Wales and Consortia data.
6. The LA and its SACRE gather and analyse data regarding key stage 3 teacher assessment in religious education. This information is presented to SACRE and benchmarked against Consortia data. This information is then sent to all secondary schools in the LA.

AGREED SYLLABUS

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

Action

1. In 2008 Merthyr Tydfil 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, including schemes of work. Electronic *Progress in Learning* files for primary and secondary schools were issued to schools to exemplify the new syllabus.

2. In June 2013 Standing Conference endorsed the re-adoption of the Merthyr Tydfil 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.
3. Since 2013 and throughout the academic year 2018-2019 SACRE has been updated on a termly basis of developments with the national Curriculum review and the place of RE within a Humanities curriculum. SACRE is awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review.
4. SACRE members have been fully involved in consultation and feedback on the new curriculum and, in particular, the place of RE within the Humanities section and overall.

TEACHING MATERIALS

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

Action

The following resources and information were provided to schools during 2017-2018. No additional materials were specifically provided during 2018-9 other than WG documentation and HMD material

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
2. Managing the Right of Withdrawal from RE published by WASACRE.
3. Information on the New Curriculum, the Estyn Thematic Review, WJEC updates, were provided to schools.
4. Information on **visits and visitors** in South Wales was distributed to schools.
5. The **CYTŪN POLICY BULLETIN** was shared with schools.
6. The Newsletter of the Religious Education Council of England and Wales.
7. Diversity of Religion and Belief: A guidance resource pack for primary schools in England and Wales published by Cardiff University School of Social Science.

TRAINING FOR TEACHERS

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

Action

The local authority, via Central South Consortium, offers CPD for schools. With the current Welsh Assembly Government's emphasis on Literacy and no subject specific training on RE is on offer.

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. The inspection reports of five Merthyr primary schools and one secondary school were scrutinised. There was no non fulfilment of statutory requirements identified in the reports and therefore no follow up action was necessary.
2. Schools have been informed by SACRE of appropriate resources and websites that support collective worship in schools e.g. HMD 2019

OTHER ISSUES:

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

Action:

1. SACRE has maintained its membership of the Wales Association of SACREs (WASACRE) and receives termly feedback from meetings of the association.
2. Members have received various presentations and reports this year
3. The consultant to SACRE gave presentations on developments in the New Curriculum for Wales and the place of RE within this.
4. A teacher from a Pioneer school presented to members on the new RE curriculum during the summer meeting 2019

SUMMARY OF ADVICE TO THE LOCAL AUTHORITY ON RELIGIOUS EDUCATION

The local agreed syllabus

During the spring term 2008 Standing Conference endorsed and adopted a new agreed syllabus for the authority's schools to be implemented from September 2008. A yearly programme of INSET on the agreed syllabus and support materials, including schemes of work and electronic *Progress in Learning* files for secondary schools, were issued to primary and secondary schools.

Curriculum Review

SACRE has received termly updates on curriculum development and will continue to monitor further developments in the curriculum review and respond accordingly on an ongoing basis as appropriate. RE is a statutory curriculum requirement from nursery up to age 16. In the new curriculum RE will form part of the Humanities Area of Learning and Experience. During 2017-2018 Welsh Government sent a termly newsletter to SACREs outlining the developmental work of the Pioneer Schools in relation to RE in the Humanities.

The Welsh Government has continued to indicate they would like a two way dialogue with SACREs on their views on 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.

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. She then collated the responses and forwarded them to Welsh Government on behalf of SACRE.

The Welsh Government will continue to clarify the relationship between the Humanities AoLE and the locally agreed syllabus during 2019-2020 and will be working closely with representatives from WASACRE and NAPfRE to develop proposals.

The Consultant shared the following concerns with the Welsh Government:

- SACRE did not want the subject diluted in the new curriculum
- That the subject was to be taught by non-specialists
- If pupils were taught by non-specialists they would experience difficulty with the challenge of discipline specific qualifications aged 14-16.
- Specialist teachers are required to deliver RE.

Standards in religious education

SACRE has adopted a number of strategies for monitoring standards achieved in religious education in the authority's schools that include analysing school inspection reports, reviewing examination results and analysing end of key stage 3 data. Full details of all outcomes are to be found in Appendix. (GCSE and Key Stage 3)

Examination results

SACRE considered examination performance in the secondary schools for 2018. The examination results are compared with the All Wales and Consortium figures and with the results of the previous years. SACRE members are also informed of the percentage of the year 11 cohort being entered for the religious studies GCSE examinations (specification A and B).

GCSE Full Course in Religious Education 2018 outcomes

NARRATIVE

- There was a small decrease in entries for the GCSE Religious Studies course in 2018 with 159 candidates from 43 schools. In 2017 there were 162 candidates from 4 schools and learners in Education Other than at School. In 2018 there was a decrease in the All Wales figure from 12401 students entered in 2017.
- The cohort entry for Merthyr Tydfil in 2018 was 27.8% which is slightly lower than in 2017.
- The overall % of A* - G grades for Merthyr Tydfil is 100 % which is higher than the previous two years. The Consortium performance is the marginally lower. The All Wales figure of 97.4 % is also slightly lower.
- The overall % of A* - C grades for Merthyr Tydfil is 74.2% which is higher than the figures in both 2016 and 2017. Performance at A* - C of 65.4% in Merthyr Tydfil is higher than the Consortium figure and the All Wales figures.
- The overall % of A* - A grades for Merthyr Tydfil is 27.7% which is higher than in 2017. It is slightly below the Consortium performance but higher than the All Wales figure.

GCSE Short Course in Religious Education 2018 outcomes

NARRATIVE

- In 2018 there was a slight increase in the number of students sitting the GCSE Religious Studies short course. In 2016 there had been a significant increase in entry where 358 students were entered but this figure fell in 2017. Across Wales only 8307 students were entered in comparison to 11,666 students in 2016.
- The overall % of A* - G grades for Merthyr Tydfil in 2018 is 85%, a decrease on the previous two years. It is roughly on a par with the Consortium performance but lower than the all Wales figure.

- The overall % of A* - C grades for Merthyr Tydfil in 2018 is 33.5.% which is on a par with the 2017 figure. The 2018 performance is comparable to the Consortium performance but below the All Wales figure.
- The overall % of A* - A grades for Merthyr Tydfil in 2018 is 5.4 %. This is lower than the performances in 2017 and 2016. The 2018 performance is roughly on a par with the Consortium performance but lower than the All Wales figure.

Key stage 3 data

NARRATIVE

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 L5+the local authority is above the consortium but at both L6+ and at L7+ the local authority was below the consortium.
- Boys underperform when compared to girls by approx. 13% at L6+.

Members of Merthyr Tydfil 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.

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 and Estyn surveys. During the academic year of 2018/9 SACRE members received details of school inspections undertaken and reported on between February 2018 and May 2019.

If there are any issues regarding religious education, such as the non-fulfilment of statutory requirements, the LA follows this up. There were five primary schools and one secondary school inspected during the above period. Comments were generally positive stating that curriculum and statutory requirements were met. There were no recommendations relating to religious education identified in the reports and therefore no follow up action was necessary.

The following findings were reported:

2 of the reports made explicit judgement on the quality of collective worship. In addition, these good features were noted:

- Schools provide valuable opportunities for all pupils to develop a greater understanding of tolerance and diversity.

- Pupils who are involved in fundraising for several charitable causes, are helped to gain a good understanding of the needs of others in their community and the wider world.
- Pupils have a raised awareness of other cultures.
- Most pupils are considerate when listening to the views of others.
- Nearly all pupils develop a good understanding of fairness, equality and tolerance.

Areas for development noted were:

- Pupils need to have more regular opportunities to make decisions and choices about what and how they learn.
- Pupils need to be more challenged in their learning and thinking

Methods of teaching, choice of teaching materials, teacher training

Professional Development

The local authority, via the Central South Consortium, offers CPD to schools. The local authority informed SACRE that with the current Welsh Assembly Government's emphasis on Literacy and Numeracy no subject specific training continues to not be on offer.

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 – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

Guidance on the Withdrawal Clause

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

SUMMARY OF ADVICE ON COLLECTIVE WORSHIP

School inspection reports

The local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports for the period February 2018 to May 2019. If any issues emerge regarding collective worship, such as non fulfilment of statutory requirements, then the LA follows this up requesting their action plan.

SACRE assumes that all schools inspected met statutory requirements in relation to collective worship as Estyn has not noted any instances of non-compliance and therefore no follow up action was necessary.

Comments in relation to spiritual development are evident in all inspection reports.

Some positive comments include that daily assemblies reinforce the school's values very successfully and provide valuable opportunities for pupils to reflect on their learning and wellbeing. Thought provoking collective worship also supported pupils' spiritual development effectively, providing them with beneficial opportunities to reflect on their own beliefs and explore a wide range of moral issues. Pupils develop a good sense of tolerance and diversity.

Applications for determinations

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

SUMMARY OF OTHER ISSUES

WASACRE

SACRE continues to support the work of the WASACRE and recognises the value of the body in promoting religious education and collective worship on a national basis. SACRE is represented on the WASACRE executive committee by the Chair of SACRE Ernie Galsworthy and their professional consultant Maggie Turford and receive regular feedback from them and other representatives who attend WASACRE meetings.

WELSH GOVERNMENT NATIONAL CURRICULUM REVIEW

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.

REVISED CRITERIA FOR 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. The consultant also provided SACRE with feedback on relevant WASACRE presentations.

STATUTORY REQUIREMENTS FOR RE

In 2016-2017 the curriculum review had caused some confusion in schools regarding the status of agreed syllabuses. SACRE wrote to all schools reminding them that coverage of the programmes of study of the locally agreed syllabus remains a statutory requirement.

ESTYN THEMATIC REVIEW AND UPDATES

Estyn is in regular attendance in WASACRE meetings.

SACRE received feedback on the Estyn Thematic Report in the Summer Term of 2018 and the RE consultant made a presentation to SACRE on the Report in the Autumn 2018 meeting. This will provide the opportunity for discussion and inform the SACRE Development Plan.

TRAINING OF SACRE MEMBERS

As part of it's training for members SACRE proposed the following:
To keep members updated on developments in RE and collective worship through regular presentations to SACRE members.

COMMISSION ON RELIGIOUS EDUCATION IN ENGLAND

The Consultant asked SACRE members to note the final version of the WASACRE paper "*The CoRE and its relevance to Wales:*" and explained its purpose to Merthyr SACRE Members. It was highlighted that there were many issues that are relevant to Wales and the document should be noted.

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APPENDIX 1: MEMBERSHIP OF SACRE 2018-2019

Local Authority

Councillor Lee Davies	Local Authority
Councillor Ernie Galsworthy,	Local Authority
Councillor David Hughes	Local Authority
Councillor Ian Thomas	Local Authority

Teacher Associations

Amanda Jones	RE Teachers' Association Afon Taf High school
Sian Bernard-Henderson/ Leanne McCarthy Vacancy	National Union of Teachers Cyfartha High School UCAC
Vacancy	Secondary Heads Association
Helen Price/Justine Jones	NAS/UWT Trelewis Primary Twynyrodyn Community School
Katy Thomas	Association of College Managers
Mark Carrington, Lucy Draper	NAHT Twynyrodyn Community School Association of Teachers and Lecturers Pen-y-Dre High School

Religious Denominations

Deacon David O'Keefe	Roman Catholic Church
Andy Pitt	Evangelical Church
Ann Starr	Presbyterian Church
Father Mark Prevett	Church in Wales
Janine Brill	Salvation Army

LA Officers

Sarah Bowen	Inclusion Manager
Karen Vokes	Clerk to SACRE
Maggie Turford	Independent RE Consultant

APPENDIX 2: RECORD OF MEETINGS AND MAIN AGENDA ITEMS

October 23rd 2018 at Civic Centre Merthyr

1. Welcome and Apologies
2. Minutes of the last meeting
3. SACRE Annual Report 2017- 2018
4. Inspection report synopsis Autumn 2017- June 2018
5. Estyn Thematic Review of RE at KS2 and 3
6. RE and the National Curriculum Update: 28 September workshop feedback
7. WASACRE –summary of meeting July N Wales
8. Future meetings and possible agenda items, including new curriculum, development plan and teacher inputs

March 19th 2019 at Civic Centre, Merthyr

- 1 Welcome and Apologies
- 2 Minutes of the last meeting and matters arising
- 3 Monitoring standards 2018 KS3 and GCSE, with contributions from Heads of RE departments.
- 4 Commission on RE- CoRE final report
- 5 RE and the National Curriculum Update-consultation paper
- 6 Response to Estyn thematic review-for information
- 7 WASACRE –summary of meeting November Llantwit Major
- 8 Development Plan 2018-2021
- 9 Future meetings and possible agenda items

June 4, 2019 3.45 at Civic Centre Merthyr

1. Apologies for absence
2. Minutes of the previous meeting held on 19 MARCH 2019
3. Matters arising
4. Constitution /membership update-if relevant
5. Self-evaluation and Development planning-MIT plus template plan
6. RE in the Curriculum-Update and explanatory notes-notes from MIT
7. Pioneer school input-R Moore, Bishop Hedley RC Secondary School
8. Inspection synopsis till second half summer term 2019
- 9 WASACRE issues:
 - Minutes of Spring meeting at Cardiff March 26th 2019 –synopsis and full minutes
 - Representation at the summer WASACRE meeting at Conwy 2019
- 10 Annual report process.

APPENDIX 3: OUTCOME DATA

EXAMINATION RESULTS ANALYSIS 2018

GCSE Religious Studies Full Course

	Merthyr 2016	Merthyr 2017	Merthyr 2018	Consortium 2018	All Wales 2018
A* - A	33.3%	21.6%	27.7%	28.8%	26.1%
A* - C	69.9%	65.4%	74.2%	70.0%	68.0%
A* - G	98.1%	98.8%	100.0%	98.1%	97.4%
Entry	156 (25.4% of cohort) 4 schools & EOTAS	162 students (28.8% of cohort) 4 schools	159 students (27.8% of cohort) 3 schools	4747students (52.0% of cohort)	11870 students (39.0 % of cohort)

*EOTAS – Education Other than at School

GCSE Religious Studies Short Course

	Merthyr 2016	Merthyr 2017	Merthyr 2018	Consortium 2018	All Wales 2018
A* - A	18.7%	7.2%	5.4%	4.8%	8.1 %
A* - C	52.0%	33.7%	33.5%	34.6%	39.2 %
A* - G	94.1%	90.2%	85%	84.5%	87.8 %
Entry	358 students (58.3% of cohort) 4 schools & EOTAS	306 students (53.6% of cohort) 4 schools & EOTAS	313 students (54.8% of cohort) 4 schools and EOTAS	2108 students (23.1 of cohort%)	8307 students (27.3 %)

*EOTAS – Education Other than at School

Key Stage 3 outcomes 2018

All Pupils																
	NOR	% Not awarded level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional	% Total Pupils	% L 5+	% L 6+	% L 7+
Merthyr Tydfil	469	1.5	0.0	0.0	0.0	0.6	9.8	51.2	32	4.9	0.0	0.0	100.0	88.1	36.9	4.9
Central South Consortium	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

Boys																
	NOR	% Not awarded level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional	% Total Pupils	% L 5+	% L 6+	% L 7+
Merthyr Tydfil	248	2.8	0.0	0.0	0.0	1.2	14.1	51.6	25.8	4.4	0.0	0.0	100.0	81.9	30.2	4.4
Central South Consortium	3338	0.9	0.0	0.1	0.3	2.0	12	42.4	31.2	10.6	0.4	0.1	100.0	84.8	42.3	11.1

Girls	NOR	% Not awarded level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional	% Total Pupils	% L 5+	% L 6+	% L 7+
Merthyr Tydfil	221	0.0	0.0	0.0	0.0	0.0	5.5	50.7	38.9	5.4	0.0	0.0	100.0	95.0	44.3	5.4
Central South Consortium	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

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APPENDIX 4: CIRCULATION OF THE ANNUAL REPORT

Copies will be sent electronically to the relevant bodies. This report will be available on the local authority and WASACRE websites for interested parties to download.

- Members of Merthyr Tydfil SACRE
- Merthyr Tydfil County Borough Council Democratic Services
- All Merthyr Tydfil County Borough schools
- Central South Consortium
- Wales Association of SACREs (WASACRE)
- National Library, Aberystwyth
- Welsh Government
- Estyn
- Cytun

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APPENDIX 5:

Merthyr Tydfil County Borough Council

Standing Advisory Council for Religious Education

Constitution

Terms of reference

1. To advise the LA on matters connected with collective worship in county schools.
2. To advise the LA on matters connected with religious education which is given in accordance with the agreed syllabus.
3. To decide when, within the five year statutory time scale, the LA should review its agreed syllabus.
4. To consider with the LA and the Agreed Syllabus Conference any changes required to the agreed syllabus.
5. To consider with the LA the support offered to religious education in its schools, with particular regard to methods of teaching, the choice of teaching materials and the provision of training for teachers.
6. To offer advice on any other matters related to its function as it sees fit.
7. To publish an annual report on its work, which should:
 - a. specify any matters on which it has advised the LA;
 - b. broadly describe the nature of the advice;
 - c. set out its reasons for offering advice on any matters which were not referred to it in the first place by the LA; and
 - d. record the membership of SACRE and the dates of meetings held.
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

10. The council shall comprise three groups representing:
 - a. Such Christian and other religious denominations as, in the opinion of the LA will appropriately reflect the religious traditions in the area.

- b. Such associations representing teachers as, in the opinion of the LA, ought to be represented having regard to the circumstances of the area.
 - c. The LA.
11. The Council may also co-opt members.
 12. Membership of the Council shall be for a period of four years. Any outgoing members may be re-appointed.
 13. 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.
 14. Members representing associations of teachers must include teachers of religious education.
 15. 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.
 16. Any member of the Council may at any time resign his or her office.

Proceedings

17. The Council shall meet not less than once in each school term.
18. 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.
19. 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.
20. Co-opted members are not entitled to vote.
21. The agenda for each meeting shall be determined by the chairperson and vice chairperson in consultation with the clerk to SACRE, Director of Education and Professional Officer. Any voting member of SACRE shall be entitled to propose items for an agenda.
22. In the case of any member not being able to attend a Council meeting, a substitute may be nominated by the body which that person represents, provided that the substitute meets the eligibility criteria and the Education Directorate of the LA is notified in advance of the meeting.

23. 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.
24. The validity of proceedings of the Council shall not be affected:
 - a. by a vacancy in the office of any member of the Council or
 - b. on the grounds that a member of the Council appointed to represent any denomination or association does not, at the time of the proceedings, represent the denomination or association in question.
25. The representative groups on the Council, other than that representing the Authority, may call, at any time, for a review of the agreed syllabus current in the Authority. At such time an Agreed Syllabus Conference shall be constituted and convened.
26. The Council shall consider its annual report at the first meeting to be held in each academic year. Upon the Council's ratification of the report it shall proceed to publication.
27. The clerk to the SACRE shall arrange for copies of the annual report to be sent to all county schools within the Authority, to DfES, the National Library and to such other individuals and institutions as the LA sees fit.

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Appendix 6: Development Plan

MERTHYR TYDFIL 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 Actions to consider	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	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.	Inspection analyses carried out on regular basis. The majority have judgements on RE Collective worship and spiritual development
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	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends; advice, where appropriate, on particular schools.	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 terms of vast amount of content
1.3 Identify CPD needs, monitor and offer advice on training.	Autumn Term	Full SACRE	Agenda time	Training programme received along with figures on uptake; advice to LA.	There remains a shortage of specialist RE CPD and the new curriculum will continue to make demands for this.
1.4 Involve staff in schools more closely with work of the SACRE	ongoing	Full SACRE teachers	Agenda time	Improved understanding of all SACRE members of work in schools and better understanding of the work of the SACRE	School staff contributed to discussions on data and GCSE-see above

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SACRE DEVELOPMENT PLAN 2019 – 2022 (ACADEMIC YEAR)

Aim 2: To review the agreed syllabus (as appropriate) and support its implementation, taking into 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?*

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress
2.1 To review the agreed syllabus for Religious Education	Summer 2019 onwards (or as appropriate)	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.	To be discussed at termly SACRE meetings. As SACRE still unclear about potential changes with new curriculum arrangements this will need to be agendad at each meeting.
2.2 Materials to support implementation of the agreed syllabus for RE	Ongoing	Full SACRE Consultant	Advisory time	Support materials available to schools and accessed through Consortium website.	Working group on new curriculum can be contacted to advise- Autumn/2019 and Spring term 2020

2.3 To keep updated on progress in terms of implementation of RE in new curriculum	In line with WG implementation process	Full SACRE Consultant	Advisory time	Schools well informed and prepared to introduce new arrangements	New curriculum to be on each agenda. Members have discussed on 2 occasions and have contributed to WG consultation on new curriculum
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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?*

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress
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	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.	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
3.2 To support the implementation of statutory collective worship	Ongoing	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 member's best develop their role as a Council?*
- *In what other ways can we ensure that schools and local community understand the role and wok of SACRE?*
- *What do we need to do to improve as a SACRE?*

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress
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	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.	External input-e.g. Summer 2019 and input form teacher representatives at SACRE meetings have helped to progress this
4.2 Programme of school visits.	Termly/Annually as required	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	Termly/Annually as required	SACRE members, Adviser/ Officers	Member time; Officer time to arrange visits	see 4.1	Member time; Officer time to arrange visits