

Bridgend County Borough Council
Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr



Bridgend County Borough Council

Standing Advisory Council for Religious Education

Annual Report

2019 - 2020

Bridgend County Borough Council

Standing Advisory Council for Religious Education (SACRE)

Annual Report 2019 - 2020

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SECTION 1: INFORMATION ABOUT SACRE

COMPOSITION, ROLES AND RESPONSIBILITIES OF SACRE

Composition of SACRE

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

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

The members representing each of these groups for 2019– 2020 are listed in Appendix 1.

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”); and
- report to the LA and the Department for Education and Skills (DfES) on its activities on an annual basis.

Record of meetings

One meeting of SACRE was held in the academic year 2019 – 2020:

- November 18th 2019 at Bryntirion Comprehensive School

The subsequent Spring and Summer meetings were cancelled due to the Covid-19 pandemic, but SACRE members were kept fully up to date on developments relating to Religious Education and Collective Worship, as well as being sent, via email, detailed advice on the second Welsh Government consultation on affecting RE in the summer term.

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

The planning and organisation of the work of SACRE

SACRE has agreed to organise and prioritise its work in the framework of a development plan. A copy of the development plan for 2018-2021, including details of progress achieved is attached to this report.

Circulation of report

Copies of this report have been circulated to the organisations/establishments listed in Appendix 6.

EXECUTIVE SUMMARY

Summary of the advice given to the Local Authority by SACRE

RELIGIOUS EDUCATION

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 LA follows this up. There were no RE subject specific issues nor non fulfilment of statutory requirements identified in the reports and therefore no 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 gathers and analyses data regarding key stage 3 teacher assessment in religious education. This information is presented to SACRE.
4. SACRE has previously sent all schools the WASACRE guidance document entitled *Managing the Right of Withdrawal from Religious Education*. This useful guidance document is intended to support schools dealing with withdrawal and also to share with parents who may be considering withdrawing their child from RE.
5. SACRE, where possible holds meetings at schools in Bridgend schools for members to familiarise themselves with the delivery of RE in schools. SACRE visited one secondary school during this academic year, but its planned to visit a primary school was cancelled due to the Covid-19 pandemic.

AGREED SYLLABUS

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

Action

1. In 2008 Standing Conference endorsed and adopted a new agreed syllabus for the Authority's schools, which was implemented from September 2008.

2. In April 2013 Standing Conference endorsed the re-adoption of the Bridgend 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 2019-2020, SACRE has been updated on a termly basis of developments within the national Curriculum review and the place of RE within a Humanities curriculum. 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.
4. SACRE is awaiting further details from Welsh Government on the shape of RE, or Religion, Values and Ethics (RVE) as it may soon be known, in the curriculum. SACRE receives advice from WASACRE on the latest developments. WASACRE is involved in these curriculum developments and reports to SACREs on decisions taken by Welsh Government.

TEACHING MATERIALS

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

1. All schools are informed of the 2020 Holocaust Memorial Day theme. 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.

TRAINING FOR TEACHERS

Issue

To ensure that teachers are able to access appropriate CPD.

Action

1. With the current Welsh Assembly Government's emphasis on Literacy and Numeracy no subject specific training is on offer.
2. The RS Lead Practitioners' Hwb continues to offer networking meetings to secondary school Heads of RE and teachers of RE, primarily focused on improving outcomes in external examinations.
3. SACRE is aware of the continuing need for CPD of teachers of RE and also of the shortage of RE specialists

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 (SMSC) and the LA follows up on any non- fulfilment of statutory requirements by requesting their action plan. There was no non fulfilment of statutory requirements identified in the reports scrutinised. The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral and cultural development well.
2. Schools have been informed by SACRE of appropriate resources and websites that support collective worship in schools, including resources and advice on collective worship during the months of the pandemic.
3. SACRE holds meetings at schools wherever possible, and would welcome opportunities for members to observe or to address pupils within collective worship in the local authority's schools.

OTHER ISSUES

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

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 presentations and reports this year.
3. SACRE, where possible, would hold meetings at schools in Bridgend. The Autumn term meeting was held at Bryntirion Comprehensive School and the cancelled Spring meeting was scheduled to take place at Ogmere Vale Primary School.

SECTION 2 SUMMARY OF ADVICE ON RELIGIOUS EDUCATION

The locally agreed syllabus

During the spring term 2008 Standing Conference endorsed and adopted a new agreed syllabus for the authority's schools to be implemented from September 2008.

In April 2013 Standing Conference endorsed the re-adoption of the Bridgend 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.

During 2019-20, SACRE has been updated on a termly basis of developments with the curriculum review. They have responded to WG consultations in November 2019 and July 2020, relating to changing the name of Religious Education to Religion, Values and Ethics and removing the right of parents/carers to withdraw their children from all or part of the subject. SACRE is awaiting further details from the Welsh Government on the shape of RE in the curriculum, and definitely advice from WASACRE, before beginning any RE agreed syllabus review.

In November 2019, SACRE wrote to secondary headteachers to remind them of the legal obligation to teach Religious Education at Key Stage 4 and advising them that Level 2 qualifications such as Agored Cymru PSHE or NCFE Equality and Diversity do not meet the legal requirement of teaching RE in accordance with the locally agreed syllabus.

Standards in religious education

SACRE has adopted a number of strategies for monitoring standards achieved in religious education in the authority's schools: these include analysing school inspection reports, reviewing examination results and analysing end of key stage 3 data.

- **Examination results**

SACRE considered examination performance in the secondary schools for 2019. The examination results are compared with the All-Wales figures and with the results of the previous years. SACRE members are also informed of the percentage of the year 11 cohort being entered for the religious studies GCSE examinations. The examination and KS3 results are also published as an appendix along with results for 2017 and 2018.

GCSE RELIGIOUS STUDIES FULL COURSE 2019 (Year 11)

- In 2019 there were 750 entries from 8 schools. Entry numbers are lower with one school fewer than in 2018. 4 schools have entries in triple figures and 4 in double figures.
- The average cohort entry for Bridgend in 2019 fell to 50.8% from 57.9% in the previous year. The figure for 2019 entries is higher than the Consortium and All Wales figures.
- The overall % of A*- A grades is 26.7%, which is lower than 2018, which was a particularly strong year. The figure is on a par with 2017 as well as being in line with the Consortium and All Wales figures.
- The overall % of A*- C grades is 62.7% which is on a par with the Consortium and All Wales figure the Consortium figure.
- The overall % of A*-G grades is 96.7% and slightly exceeds the Consortium and All Wales figures.

Conclusions

- Entries for full course GCSE Religious Studies continue to trend downwards
- Results are on a par or better than Consortium All Wales figures at all grade boundaries.

GCSE RELIGIOUS STUDIES SHORT COURSE 2019 (Year 11)

- In 2019 five schools in the Authority entered 162 pupils for the short course Religious Studies, a continued decrease in entries from 2017.
- The average cohort entry for Bridgend in 2019 was 11.0% which is lower than in previous years and has almost halved since 2017 when it stood at 20.4%. Consortium and All Wales figures reflect the same decline in numbers.
- 2 schools only had numbers of 50+ entry figures.
- The overall % of A*- A grades of 26.7% is a very remarkable improvement since last year (1.9%), strongly indicative of selective entry practices in schools. The Consortium and all Wales figures are also substantially below the LA figure this year at 11.0% and 10.0% respectively.
- The overall % of A*- C grades was 62.7%, another significant rise since 2018 and remarkably higher than the Consortium and All Wales figures (38.0% and 35.0% respectively).
- The overall % of A*-G grades is 94.7%, well above the previous year's performance and also very much higher than the All Wales and Consortium figures (73.8% and 87.0% respectively).

Conclusions

- Entries for short course GCSE Religious Studies continue to trend downwards
- Results at all levels are significantly above the previous year's performance as well as Consortium and All Wales figures, which indicates selective entry practices.

GCE RELIGIOUS STUDIES (A LEVEL) 2019

	Bridgend 2017	Bridgend 2018	Bridgend 2019	Consortium 2019	Wales 2019
A*-A	29.4%	20.3%	38.5%	40.3%	21.0%
A*-C	80.4%	78.2%	70.5%	71.4%	72.0%
A*- E	95.1%	97.7%	87.8%	85.5%	99.0%
Entry Number	143 entries 9 schools	133 entries 9 schools	156 entries 9 schools	392 entries	935 entries

- There were 156 entries from 9 schools and the entry figures have increased slightly this year. 4 schools have entry numbers in double figures.
- A*-A was achieved by 38.5% of students which is a significant improvement on the previous two years' performance. Whilst being slightly lower than the Consortium figure, it exceeds All Wales figure by over 17%.
- At A*-C candidates achieved a pass rate of 70.5% which is below previous performance. This is on a par with the Consortia figure and just slightly below the All Wales figures
- The pass rate for grades A-E of 87.8% is lower than in 2018 and slightly better than the Consortium figure. It is, however, lower than the All Wales figure.

Conclusions

The LA continues to draw entries for A Level Religious Studies from 9 of its schools and entries for 2019 increased. Performance at the highest level has improved significantly on previous years, and the LA has exceeded the All Wales figure at this level. Results at A*-C grades, and A* to E have dipped in 2019.

GCE RELIGIOUS STUDIES (AS LEVEL) 2019

	Bridgend 2017	Bridgend 2018	Bridgend 2019	Consortium 2019	Wales 2019
A	7.4%	10.0%	17.9%	15.3%	19.0%
A - C	44.4%	43.3%	64.3%	50.8%	57.0 %
A - E	81.5%	96.7%	92.9%	88.1 %	90.0%
Entry Number	27 entries 7 schools	30 entries 6 schools	28 entries 4 schools	118 entries	978 entries

Numbers of entries are on a par with 2017 and 2018 but are from fewer schools. Only one school's entries were in double figures.

The % of A grades is showing a strong upward trend over the last three years, with the 2019 figure exceeding the Consortium's performance and only slightly below that of the All Wales figure.

Performance at A – C grades is significantly improved compared with the previous two years, exceeding both the Consortium and All Wales figures.

Although the % pass rate at grades A – E dipped in comparison to the previous year for Bridgend, it compares well with performance in 2017 and exceeds the Consortium and All Wales figures.

Conclusions

Although numbers of entries for AS Level Religious Studies have been relatively stable over the last three years, numbers are low and being drawn from fewer schools.

Performance in the LA A and A-C grades has been strong and shows improvement on previous years and whilst performance in the LA shows a dip by comparison with previous years at A – E, it has performed better than the Consortium or All Wales average.

Key stage 3 data

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.

- L5+ is the figure for those pupils gaining a level 5 or above in Religious Education
- L6+ is the figure for those pupils gaining a level 6 or above in Religious Education
- L7+ is the figure for those pupils gaining a level 7 or above in Religious Education
- NL means that no level was able to be awarded to those pupils

Conclusions

- At all levels, girl outperform boys within the local authority of Bridgend and throughout the Consortium
- Results at L5+ in Bridgend are 93.2% for all pupils, on a par with 2018, and above the performance of the Consortium. The gap in performance between boys and girls has reduced slightly, from 7.6% in 2018 to 6% in 2019
- Results for L6+ are 65.6%, on a par with results in the previous year. Boys' performance is slightly better than in 2018 and the gap in performance between boys and girls has reduced slightly from 22.7% to 20.5% The results overall at L6+ are significantly better than the Consortium figures.
- Results at L7+ are 26.4% for all pupils- Results are on a par with the previous year's performance. The gap in performance between boys and girls at 20% is on a par with the previous year, but greater than in 2017. The results overall at L7+ for Bridgend are significantly better than the Consortium figures.

Detailed tables of GCSE examination results and full Key Stage 3 details are found in **Appendices 4 and 5**

- **School inspection reports**

In order to fulfil its functions effectively, SACRE receives summary reports from professional officers of inspection findings and Estyn surveys. From June 2019 until March 2020, when school inspections ceased due to the Covid-19 pandemic, 4 primary schools and 1 secondary school were inspected.

All reports made reference relevant to the provision of RE and/or collective worship. Findings included the following:

Good features

School promote pupils' moral, social and cultural development through a range of different means which include assemblies, RE lessons, educational visits and extra-curricular activities

Assemblies, classroom routines, songs and daily prayers are valuable in giving prominence and status to the Welsh language

There is evidence of effective provision to develop pupils' understanding of spiritual, moral, social, religious and cultural issues including the establishment of strong partnerships with organisations that benefit pupils' cultural and spiritual development.

Schools promote respect and tolerance, celebrating diversity successfully through whole-school topics

Pupils develop a broad understanding of world religions well through an appropriate range of planned activities.

Acts of collective worship make a suitable contribution to pupils' spiritual and moral development and promote the ethos of the school as a community well.

There were no references to areas for development relating to the provision of RE or collective worship.

Methods of teaching, choice of teaching materials, teacher training

Continuing Professional Development

INSET

All courses for the local authority are offered through the Central South Consortium. With the current Welsh Assembly Government's emphasis on Literacy and Numeracy no subject specific training is on offer.

The Consortium continues to facilitate a Lead Practitioners' Hwb, which is a teacher-led network attended in the main by secondary Heads of RE. Termly meetings are primarily focused on improving outcomes in external examinations in Religious Studies.

Teaching Materials

Holocaust Memorial Day 2020 Resources

All schools were informed of the 2020 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

During the months of the pandemic, WASACRE compiled resources and advice for RE and collective worship which was distributed to schools via SACRE.

SECTION 3 SUMMARY OF ADVICE ON COLLECTIVE WORSHIP

Monitoring of collective worship and spiritual development of schools has continued through the review of inspection report findings.

3.1 SCHOOL INSPECTION REPORTS

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. There was no mention of non-compliance with statutory requirements in relation to collective worship in any of the reports analysed therefore no follow up action was necessary.

Comments in relation to spiritual development are evident in almost all inspection reports, and were generally positive, indicating a good quality of experiences for pupils.

Good features and areas for Development –see *section above*

3.2 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.

3.3 SCHOOL VISITS

SACRE members had the opportunity to host their SACRE meeting at one secondary school and one secondary school this year, where pupils gave a presentation on the value of Religious Education and spoke fondly about their learning experiences in the subject.

The cancelled Spring meeting was scheduled to take place in one of the local authority's primary schools.

SECTION 4 SUMMARY OF OTHER ISSUES

4.1 WASACRE

SACRE continues to support the work of WASACRE and recognises the value of the body in promoting religious education and collective worship on a national basis. During 2019 - 2020 issues considered at WASACRE meetings have been fully reported back to SACRE. SACRE is represented on the WASACRE executive committee by Reverend Canon Edward Evans, and their professional consultant Angela Hill attends WASACRE meetings. Members receive regular feedback from them and other representatives who attend WASACRE meetings.

4.2 HOLOCAUST EDUCATION

All schools were informed of the 2020 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

4.3 WELSH GOVERNMENT NATIONAL CURRICULUM REVIEW

SACRE has received termly updates on the progress of the National Curriculum Review and its implications for RE in the curriculum. RE is likely to be re-named Religion, Values and Ethics (RVE) and will be a statutory curriculum requirement from nursery until age 16 and should form part of the Humanities Area of Learning and Experience. The Minister for Education is proposing that the parental right to withdraw children from all or part of RE/RVE be removed in Wales. Changes are also being proposed in relation to the status of locally agreed syllabi. have been discussed by SACRE. SACRE members have received detailed information and advice on these issues with opportunities to comment and put forward questions. SACRE has responded to the two Welsh Government consultations relating to RE/RVE this academic year.

4.4 TRAINING OF SACRE MEMBERS

As part of training for members SACRE proposed the following:

- To keep members updated on developments in RE and collective worship through regular presentations, discussions and advice from SACRE's consultant to SACRE members. This year Angela Hill gave updates on curriculum developments relating to the New Curriculum for Wales and its implications for RE.
- SACRE, where possible held meetings at schools in Bridgend for members to familiarise themselves with RE and collective worship in schools. SACRE visited one secondary school, but its visit to a primary school for its spring meeting was cancelled due to the Covid-19 pandemic.
- SACRE, where possible intends in the future to hold meetings at places of worship in Bridgend for members to familiarise themselves with the faith communities and look at the experience that could be offered to schools through school visits. There was no visit to a place of worship this year.

Appendix 1: MEMBERSHIP OF SACRE 2019 - 2020

Local Education Authority

Councillor Cheryl Green- (Vice Chair 2016/17)
 Councillor Charles Smith
 Councillor Jeff Tildesley
 Councillor John McCarthy
 Councillor Carolyn Webster

Teacher associations

Angela Keller (ASCL) Archbishop McGrath
 Ceris Matthews (NAS/UWT) Bryntirion Comprehensive
 Alice Parry (ATL) Representative, Coleg Cymunedol y Dderwen
 Lowri Florence (NUT) Brynteg Comprehensive
 Christine Jones (NAHT) Coychurch Primary
 Cathryn Davies – Jones (VALRETA) Heronsbridge Special School

Meleri Jones (UCAC) Ysgol Gyfun Gymraeg Llangynwyd

Religious denominations

Sulaman Hawas - Representing the Muslim faith

Rev. Dr Philip Manghan- Representing the Catholic Church

Mrs Mairwen Crockett - Representing the Free Church Council for Wales

Rev. Canon Edward Evans - Representing the Church in Wales (Chair)

Dhira Bhakta Dasa - Representing the Hindu faith

Craig Hopkins, Lead Pastor, Brackla Tabernacle

Co-opted Member

Brian Williams - Representing the Humanist Association

LA Officers

Lindsay Harvey – Corporate Director Education and Family Support and CSC Lead Director for SACRE

Sue Roberts - Group Manager- School Improvement

Helen Shepherd - Clerk to SACRE

Angela Hill - Independent RE Consultant

Appendix 2: RECORD OF MEETINGS AND MAIN AGENDA ITEMS

November 18th, 2019 at Bryntirion Comprehensive School

- Welcome and apologies for absence
- Minutes of previous meeting
- Matters arising
- Constitution/membership update
- Right of withdrawal from RE/Minister's Statement
- Views on establishing a CSC cross-SACRE working group
- Annual Report 2018-19
- SACRE development plan
- Monitoring standards – inspection synopsis
- Schedule of future meetings and venues

Appendix 3: BRIDGEND SACRE DEVELOPMENT PLAN 2020-2023

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 2020
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 regularly basis. The majority have judgements on RE Collective worship and spiritual development and no indication of non-fulfilment
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 2019 outcome data for KS3, 4 and 5.
1.3 Identify CPD needs, monitor and	Autumn	Full SACRE	Agenda time	Training programme received	The Lead Practitioners'

offer advice on training.	Term			along with figures on uptake; advice to LA.	Hwb for secondary Heads and teachers of RE meets termly, focussing on developing resources and improving outcomes for external RS examinations. There remains a shortage of specialist RE CPD, particularly for primary schools, 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 all matters of SACRE work and contributed to SACRE's responses to the two Welsh Government consultations this academic year. Meetings are held at school venues wherever possible.

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?*

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.	Curriculum issues are discussed at termly SACRE meetings. As SACRE still unclear about potential changes with new curriculum developments this will need to be on the agenda 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.	WASACRE and NAPfRE can be contacted to advise- decisions awaiting from Welsh Government to make progress with this.
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	Curriculum development is be on each agenda. Members have

					participated in in-depth discussions on issues relating to the place of RE in the New Curriculum and have contributed to 2 further WG consultations.
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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 LA; advice, where appropriate, on particular schools; follow up contact and review of action plan where necessary.	<i>See no 1</i> -each inspection report and Estyn review –e.g. KS2 and 3 have been analysed
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	Issues of non-fulfilment are addressed if they arise.

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.

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.	Input form teacher representatives at SACRE meetings has helped to progress this, alongside advice from SACRE's consultant and updates from WASACRE and, where appropriate, NAPfRE
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.	Two meetings per year are scheduled to take place at schools in the local authority. Visits by members to schools are actively encouraged
4.3 To ensure that members are aware of strengths and areas for	Termly/Annually as	SACRE members,	Member time; Officer time to	see 4.1	Ongoing as development plan

development of the SACRE	required	Adviser/ Officers	arrange visits		updated
4.4 To develop cross-SACRE working across the 5 local authorities of CSCJES Consortium	As required	SACRE members/ Officers and adviser	Member time, office time, adviser time	Working with other SACREs to share good practice and to gain better insight into issues around RE and collective worship across the 5 local authorities.	Ideas positively received and discussed, but initiative currently on hold due to unprecedented circumstances around the pandemic and priority taken by curriculum developments/New Curriculum

Appendix 4: GCSE EXAMINATION RESULTS 2019

GCSE RELIGIOUS STUDIES FULL COURSE 2019 (Year 11)

	Bridgend 2017	Bridgend 2018	Bridgend 2019	Consortium 2019	Wales 2019
A*-A	26.8%	32.3%	26.7%	26.0%	26.1 %
A*-C	69.6%	68.8%	62.7%	63.6%	63.0 %
A*- G	97.6%	97.7%	96.7%	94.7%	95.0 %
Entry Number	991 entries 9 schools (60.5% of cohort)	834 entries 9 schools (57.9%)	750 entries 8 schools (50.8% of cohort)	4533 entries (47.2% of cohort)	10198 entries (32.5% of cohort)

GCSE RELIGIOUS EDUCATION SHORT COURSE 2019 (Year 11)

	Bridgend 2017	Bridgend 2018	Bridgend 2019	Consortium 2019	Wales 2019
A*-A	3.0%	1.9%	26.7%	11.0 %	10.0%
A*-C	27.2%	25.9%	62.7%	38.0%	35.0%
A*- G	85.1%	76.4%	94.7%	73.8 %	87.0%
Entry Number	335 entries 7 schools plus PRU (20.4% of cohort)	259 entries 7 schools plus PRU (17.9% of cohort)	162 entries 5 schools (11.0% of cohort)	1768 entries (18.4% of cohort)	6718 entries (21.4% of cohort)

Appendix 5

Key Stage 3 Year 9 Religious Education Levels

Bridgend 2019

All Pupils	NOR	% Not awarded a 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+
Bridgend	1477	0.0	0.1	0.0	0.1	0.7	6.0	27.6	39.2	21.2	5.2	0.0	100.0	93.2	65.6	26.4
Central South Consortium	7340	0.2	0.4	0.1	0.2	2.1	8.6	31.2	37.2	18.4	1.9	0.0	100.0	88.7	57.5	20.4

Boys	NOR	% Not awarded a 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+
Bridgend	775	0.0	0.0	0.0	0.1	0.8	8.8	34.5	39.0	13.9	3.0	0.0	100.0	90.3	55.9	16.9
Central South Consortium	3685	0.0	0.3	0.1	0.2	2.9	11.6	36.5	35.1	11.8	1.1	0.0	100.0	84.5	48.0	12.9

Girls	NOR	% Not awarded a 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+
Bridgend	702	0.0	0.1	0.0	0.0	0.7	3.0	19.9	39.5	29.2	7.7	0.0	100.0	96.3	76.4	36.9
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

Gender differences in RE performance at Key Stage 3

At all levels, girls outperform boys. Percentage differentials are shown below:

	2019	2018	2017	2016	2015
L5+	6%	7.6%	3.3%	7%	7%
L6+	20.5%	22.7%	17.7%	29%	17%
L7+	20%	20.5%	18%	17.9%	

Appendix 6: Circulation of the SACRE 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 Bridgend SACRE
- Bridgend County Borough Council Education and Leisure Department
- All Bridgend County Borough schools
- Wales Association of SACREs (WASACRE)
- DfES
- Welsh Government
- The National Library
- The Welsh National Centre for Religious Education
- Central South Consortium
- Estyn
- Religious Education Movement (Wales)
- Church in Wales Diocesan Officer
- The Roman Catholic Diocesan Officer
- Cytun

Appendix 7: Constitution of SACRE

Bridgend 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;
 - d. record the membership of SACRE and the dates of meetings held.
9. To participate in the LA's statutory complaints procedures in those instances where the complaints relate to religious education and/or collective worship.
10. To receive and make determinations in respect of applications from headteachers of county schools for the lifting or modifying of the requirements that collective worship in such schools must be wholly or mainly of a broadly Christian character.

Composition

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

12. The Council may also co-opt members.
13. Membership of the Council shall be for a period of four years. Any outgoing members may be re-appointed.
14. Membership of the Council is subject to the condition that the LA has taken all reasonable steps to assure itself that the persons appointed are representative, as the case may be, of the denominations or associations in question.
15. Members representing associations of teachers must include teachers of religious education.
16. Individuals may be removed from the Council if they cease to be representative of the denomination, association or of the Authority they were appointed to represent.
17. Any member of the Council may at any time resign his or her office.

Proceedings

18. The Council shall meet not less than once in each school term.
19. The Council shall elect from its membership a chairperson and vice chairperson at the first meeting in each academic year. The chairperson and vice chairperson in any one year shall not be drawn from the same representative group. An outgoing chairperson may be re-appointed.
20. On any question to be decided by the Council only the representative groups on the Council shall be entitled to vote, and each group shall have a single vote. Before a formal vote is taken opportunity shall be given to each representative group to determine how its vote is to be cast.
21. Co-opted members are not entitled to vote.
22. The agenda for each meeting shall be determined by the chairperson and vice chairperson in consultation with the clerk to SACRE, Director of Education and Professional Officer. Any voting member of SACRE shall be entitled to propose items for an agenda.
23. In the case of any member not being able to attend a Council meeting, a substitute may be nominated by the body which that person represents, provided that the substitute meets the eligibility criteria and the Education Directorate of the LA is notified in advance of the meeting.
24. A meeting of the Council will be deemed to be quorate if at least one member of each of the three representative groups is present.
25. The validity of proceedings of the Council shall not be affected:
 - a. by a vacancy in the office of any member of the Council or
 - b. on the grounds that a member of the Council appointed to represent any denomination or association does not, at the time of the proceedings, represent the denomination or association in question.

25. The representative groups on the Council, other than that representing the Authority, may call, at any time, for a review of the agreed syllabus current in the Authority. At such time an Agreed Syllabus Conference shall be constituted and convened.
26. The Council shall consider its annual report at the first meeting to be held in each academic year. Upon the Council's ratification of the report it shall proceed to publication.
27. The clerk to the SACRE shall arrange for copies of the annual report to be sent to all county schools within the Authority, to DfES, the National Library and to such other individuals and institutions as the LA sees fit.