



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

18th JULY 2019

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 2017-2018 is available (Appendix B).

2. RECOMMENDATIONS

It is recommended that the Cabinet:

- 2.1 Note the content of the Annual Report 2017-2018.

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/SIP

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 a demise of the traditional subject led advisory service to a more school to school self-supporting system. Such changes in working practices has had an impact on the ability of SACRE to fulfil its role and functions with schools.

10.2 Co-ordination of the role and functions of the RCT SACRE is now commissioned through the Central South Consortium.

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 2017-2018



STRONG HERITAGE | STRONG FUTURE
RHONDDA CYNON TAF
TREFTADAETH GADARN | DYFODOL SICR

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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 2017–2018 academic year:

- 6th November 2017
- 7th March 2018
- 18th June 2018.

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:

- 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 2017–2018 no such follow up action was necessary.
- Following discussion during previous meetings, it was resolved at the summer 2016 meeting that SACRE would not use the school self-evaluation proforma as a means of fulfilling its statutory responsibility to monitor provision and standards in religious education.
- 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.
- 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.
- In 2016-17 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. It asked all schools to confirm that they understood the requirements of the agreed syllabus and that they are meeting these statutory requirements in their schools.

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:

- 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.

- 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.
- During 2013 – 2014 SACRE members received updates on the consultations undertaken in relation to the National Curriculum and assessment review.
- In 2014 – 2015 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 and that NAPfRE (the National Advisory Panel for Religious Education) would meet to discuss the issues on 15th April 2015. The Committee resolved to respond to the review as a SACRE before the 8th May 2015 deadline. It was agreed to hold a special meeting in order for members to more fully discuss the review however, this meeting was subsequently cancelled. All members were invited to submit their views to the RE Consultant by email. The RE Consultant subsequently formulated a response to the review on behalf of Rhondda Cynon Taf SACRE and this was submitted as part of the Great Debate consultation process. SACRE will continue to monitor and respond to developments in this area.
- In its spring 2015 meeting, SACRE began to consider the value of retaining the core units as a statutory component of the Agreed Syllabus given the move towards a more flexible curriculum. A letter was written to all schools seeking their views on this matter.
- An Agreed Syllabus Conference was held on 8th June, 2017 to consider a) whether to remove the core units as a statutory component of the Agreed Syllabus and b) whether to strengthen the statement regarding the need to allocate sufficient time to RE. It was resolved that due to insufficient responses from schools a decision could not be made. It was agreed to resend the request for a response relating to the core units. It was agreed that a statement regarding time allocation would be drafted and schools would be consulted. The Agreed Syllabus Conference would be reconvened in the autumn term 2016. The Agreed Syllabus Conference in the Autumn Term was not quorate and the Agreed Syllabus Conference has not reconvened.
- In 2017-2018 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 the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review. A Welsh Government consultation with SACREs is expected to take place in the Autumn Term 2018.

2.3 Teaching materials

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

Action:

The following resources and information was provided to schools during 2017-2018:

- All schools were informed of the 2018 Holocaust Memorial Day theme and that Holocaust resources can be found on their website www.hmd.org.uk

- 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
- Managing the Right of Withdrawal from RE published by WASACRE.
- 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.
- Schools were notified of the Farmington Scholarships available to teachers of RE.
- Inter Faith News Bulletins were shared with schools <https://www.interfaith.org.uk/news/ifn-e-bulletin>
- Information was shared on Visit My Mosque
- Information on visits and visitors in South Wales was distributed to schools.
- The CYTŪN POLICY BULLETIN was shared with schools.
- The Newsletter of the Religious Education Council of England and Wales.
- 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:

- Due to the lack of take up of advertised courses and the subsequent need for cancellation, 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:

- 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 2017–2018 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.
- In 2015-2016 SACRE resolved not to request self-evaluation from schools as a means of fulfilling its statutory responsibility to monitor statutory requirements, provision and quality of collective worship.

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 2018 Holocaust Memorial Day theme 'The Power of Words' and resources to be found at 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 Term of 2018. This will provide the opportunity for discussion and inform a SACRE Development Plan.

SACRE Training - The consultant to SACRE gave a presentation and training on The Role and Responsibility of a SACRE and 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 WASACRE paper "The CoRE and its relevance to Wales: A paper for discussion.'

Humanist representation on SACRE - It was agreed in the Summer 2018 meeting to invite a Humanist representative to sit as a Group A representative on Rhonddha Cynon Taf SACRE.

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 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*. Comprehensive support materials, including schemes of work and electronic *Progress in Learning* files for secondary schools, have already been issued to schools.

During the 2012–2013 academic year SACRE were made aware of the announcement by the Minister of Education and Skills of a pending review of assessment and the National Curriculum in Wales. This review would involve the introduction of the National Literacy and Numeracy Framework and the identification of revisions to the current assessment and curriculum arrangements. 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.

During the summer term meeting of 2014 SACRE expressed concern that teacher representatives reported that the teaching of religious education appeared to be suffering at the hands of certain curricular initiatives. SACRE resolved to send a letter to all Headteachers, and copied to the Chairs of Governing Bodies, reminding them of the statutory nature of religious education and the requirements to adhere to the agreed syllabus.

In spring 2015 SACRE 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. The Committee resolved to respond to the review as a SACRE before the 8th May 2015 deadline and in order to assist its own discussions would consider the report from NAPfRE (the National Advisory Panel for Religious Education) which met on 15th April to discuss the issues.

It was agreed to hold a special meeting in order for members to more fully discuss the review however, this meeting was subsequently cancelled. All members were invited to submit their views to the RE Consultant by email. The RE Consultant subsequently formulated a response to the review on behalf of Rhondda Cynon Taf SACRE and this was submitted as part of the Great Debate consultation process

In its spring 2015 meeting, SACRE began to consider the value of retaining the core units as a statutory component of the Agreed Syllabus given the move towards a more flexible curriculum.

An Agreed Syllabus Conference was held on 8th June 2016 to consider

- a. whether to remove the core units as a statutory component of the Agreed Syllabus; and
- b. whether to strengthen the statement regarding the need to allocate sufficient time to RE.

It was resolved that due to insufficient responses from schools a decision could not be made. It was agreed to resend the request for a response relating to the core units. It was agreed that a statement regarding time allocation would be drafted and schools would be consulted. The Agreed Syllabus Conference would be

reconvened in the autumn term 2016. The Agreed Syllabus Conference in the Autumn Term was not quorate and the Agreed Syllabus Conference has not reconvened.

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 the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review. A Welsh Government consultation with SACREs is expected to take place in the Autumn Term 2018.

3.2 **Standards in Religious Education**

Examination Results

- 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.

Details are published in Appendix 4 along with results for 2016 and 2017.

GCSE Religious Studies

- There was an increase in entries for the GCSE Religious Studies course in 2017 with 999 candidates from 16 schools. In 2016 there were 872 candidates from 14 schools. 2017 entries are almost in line with those of 2015 when there were 1030 candidates from 16 schools. There was also an increase in the All – Wales figure with 12401 candidates compared to 11051 candidates in 2016 and 11,341 in 2015. The cohort entry for Rhondda Cynon Taf in 2017 was 38.8% which is an increase on the 2016 entry which was 33% and 38.5% in 2015.
- The overall % of A* - G grades for Rhondda Cynon Taf in 2017 was 97.9% which was higher than 96.9 % in 2016 and comparable to 97.2% in 2015 and with previous performance. The Consortium performance is the fractionally higher at 98.5%. The All Wales figure of 97.5% is fractionally lower.
- The overall % of A* - C grades for Rhondda Cynon Taf in 2017 was 66.2% which is fractionally lower than the figures of 67.2% in 2016 and 67.1% in 2015. Performance at A* - C of 66.2% in RCT is below the Consortium figure of 71.5% and the All Wales figure of 68.3%.
- In 2017 the overall % of A* - A grades for Rhondda Cynon Taf was 20.0% which is a decrease from the 2016 figure of 24.4% and 24% in 2015. It remains below the Consortium performance of 27.8% and below the All Wales figure of 24.7%.

GCSE Religious Studies Short Course

- In 2017 there was a noticeably significant decrease in the number of students sitting the GCSE Religious Studies short course at 868 students from 16 schools in comparison to 1792 students from 15 schools in 2016. In 2015 entries were at 1889 students. Across Wales there was also a significant drop in numbers of candidates entered at 9343 students in comparison to 11,666 students in 2016. In 2015 entries throughout Wales were 10,098.
- In 2017 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 2017 was 33.7% in comparison to 60.8% in 2016 and 70.7% in 2015.
- The overall % of A* - G grades for Rhondda Cynon Taf in 2017 decreased to 87.1% from 91.6% in 2016 and the previous year when it was 92.7%. It is, however, slightly higher than the Consortium figure of 86.9% but is below the All-Wales performance of 90.2%.
- The overall % of A* - C grades for Rhondda Cynon Taf in 2017 was 28.9%. This is a significant decrease from 2016 performance which was 52.5%. In 2015 performance was also significantly higher at 52.1%. The Consortium figures and those across Wales have also significantly decreased this year. The % figure of 28.9% remains below the Consortium performance of 34.3% and the All Wales figure of 39.6%.
- The overall % of A* - A grades for Rhondda Cynon Taf in 2017 is 2.4%. This is a significant decrease from the 2016 figure of 17.4% and the performances in 2015 at 15.1%. The 2017 performance is below the Consortium performance of 7.5% and the All Wales figure of 9.8%.

AS level Religious Studies

- SACRE first analysed results of AS Level Religious Studies in 2016.
- The new WJEC GCE A Level specification was introduced in September 2016 with these first examination results in 2017 for AS Level.
- There is a significant decrease in the number of students who sat the AS Level examination compared to 2016.
- The overall % of A - E grades for Rhondda Cynon Taf was 67.6% which is significantly lower than in 2016 at 93.5%. Performance is lower than the Consortium figure of 76.4%.

- The overall % of A - C grades for Rhondda Cynon Taf was 35.3% which is significantly below the figure of 63.6% in 2016. Performance at A-C is below the Consortium figure of 40.2%
- The overall % of A grades for Rhondda Cynon Taf was 0.0% compared to 12.9% in 2016. Performance at A grade in the Consortium figure of 7.1%

A level Religious Studies

- 2017 saw a drop in entries for A Level Religious Studies at 145 students from 14 schools compared to 179 candidates from 16 schools in 2016. This is comparable to 151 entries in 2015. The number of candidates who sat the examination across Wales is marginally lower at 1305 students in comparison to 1446 in 2016 and 1,441 in 2015.
- The 2017 % pass rate for grades A* – E increased significantly to 97.9% from 90.5% 2016. This is comparable to performance in 2015 when it was 98%. Performance is higher than the Consortium figure of 95.7 % but lower than the All Wales figure of 99.8%.
- The % pass rate for grades A* – C saw an increase to 73.1% from 67% in 2016 and 71.5% in 2015. Performance at A*-C is below the Consortium figure of 75.2% and the All Wales figure of 78.1%.
- 9.7% of students achieved A*-A grades in 2017. This is a decrease from 12.3% in 2016 and significantly below the performance in 2015 when 19.2% of students achieved A* - A grade. However, it remains higher than the performance of 2014 at 9.29%. Performance at A*-A is significantly below the Consortium performance of 18.9% and the All Wales figure of 18.2%.

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.
- During June 2017- May 2018 seven primary schools, one special school and one secondary school were inspected in Rhondda Cynon Taf.

- The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements.
- Whilst there were few direct references to religious education in the reports it was noted that one primary school promotes respect and tolerance and celebrates diversity successfully through whole school topics, such as Divali. Pupils develop a broad understanding of world religions through an appropriate range of planned activities. The school's link with a multi-faith ashram in west Wales is beginning to strengthen the pupils' appreciation and understanding of the wider world. In another school many pupils in key stage 2 engage well in enterprise projects such as designing and selling Christmas cards and bookmarks. Most pupils have a developing understanding of their global responsibilities, and sense of fairness and equality through their links with a school in Uganda. Another school helps pupils to recognise their global responsibility for making the world a better place through the study of different countries, cultures and faiths.

Letters were sent to each of the schools from SACRE acknowledging the respective good practice.

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. During 2013–2014 two SACRE representatives agreed to share their self-evaluation with members. Members were supportive of this method of reporting schools' self-evaluation and expressed a wish that it continues to be shared with SACRE. 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:

➤ SACRE News Bulletins

During 2017-2018 SACRE received a News Bulletin with articles and information relevant to the teaching of Religious Education in South East Wales. The News Bulletin has been produced by the consultant to SACRE, Paula Webber and Gill Vaisey who is an independent Religious Education Consultant and Vice Chairperson of WASACRE. SACRE encourages schools to submit articles exemplifying good practice to RE News.

➤ **Holocaust Memorial Day 2018 Resources**

All schools were informed of the 2017 Holocaust Memorial Day theme of "The Power of Words". 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.

➤ **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

➤ **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. The Scholarship will cover the cost of tuition, board and lodging where appropriate, essential local travel and, by negotiation with the school, the salary of a replacement teacher up to point 6 of the main pay scale.

School/home-based Scholarships may be taken in the form of day release, for instance for one day a week over a term or over the year or for continuous periods up to a maximum of 30 days.

University-based Scholarships may be taken as a block of up to eight weeks or in the form of day release up to 30 days.

For more information schools can visit www.farmington.ac.uk or E-mail: farmington@hmc.ox.ac.uk

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

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

Information was shared on **Visit My Mosque**. In its 4th year Visit My Mosque, is a national campaign that has grown from strength to strength. In 2018 year there were over 200 mosques open across the country, with 12 Welsh mosques participating on Sunday 18th February. This was an opportunity for the wider community to visit their local mosque, meet the local Muslims, learn about the religion of Islam, ask questions and make new friends. Information was found on

<http://www.visitmymosque.org/about/> and shared with schools. Many of these mosques are open to visitors all year around.

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 **CYTŪN POLICY BULLETIN** was shared with schools <http://www.cytun.org.uk/index.html>. CYTŪN produces bulletins throughout the year.

3.4 **INSET**

Central South Consortium INSET - Due to the lack of take up of advertised courses and the subsequent need for cancellation, 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**

During June 2017 - May 2018 seven primary schools, one special school and one secondary school were inspected in Rhondda Cynon Taf.

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.

Where reference to the quality of collective worship is mentioned in inspection reports and a number of good features are highlighted. Acts of collective worship:

- enhance the spiritual, moral, social and cultural development of pupils well;
- enable pupils to understand the beauty of the world and how to live with each other successfully;
- promotes sustainable development and global citizenship effectively;
- provides pupils with worthwhile opportunities to reflect on their actions and how they affect others;

- promote respect and tolerance effectively;
- provide suitable opportunities for pupils to reflect on how they should treat others and to understand the diversity of the world.

It was noted that the quality of collective worship was too variable in one school.

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. During 2013–2014 two SACRE representatives agreed to share their self-evaluation with members. Members were supportive of this method of reporting schools' self-evaluation and expressed a wish that it continues to be shared with SACRE. 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.

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 2017-2018 issues considered at WASACRE meetings have been fully reported back to SACRE. The RE Consultant to SACRE is also Secretary to WASACRE.

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

The RE Consultant to RCT SACRE is a member of NAPfRE and regularly attends meetings on SACRE's behalf. In this way SACRE is able to keep abreast of developments in Wales and play a crucial role in informing decisions and policies that affect religious education.

5.3 **Holocaust Education**

Rhondda Cynon Taf SACRE was informed of the 2018 Holocaust Memorial Day theme 'The Power of Words' and that further information about the theme and free educational Holocaust Memorial Day resources can be found on their website www.hmd.org.uk. SACRE resolved to inform schools about the availability of these resources and encourage them to commemorate HMD in some way. This was also highlighted in the SACRE News Bulletin.

5.4 **National Curriculum for Wales**

SACRE has received termly updates, through feedback from the Consultant to SACRE, Paula Webber, 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. The consultant also provided SACRE with feedback on relevant WASACRE presentations made by Lynda Maddock of the WJEC and a variety of Lead Practitioners.

5.6 **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. 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. It asked all schools to confirm that they understood the requirements of the agreed syllabus and that they are meeting these statutory requirements in their schools.

5.7 **ESTYN Thematic Review and Updates**

SACRE were informed that members of WASACRE and NAPfRE had met with Estyn in June 2017. The meeting was a positive one and had mutual benefits as it had presented an opportunity for the delegation to gather information about the RE Thematic Review & New Inspection Framework and also raise concerns SACREs have regarding the meeting of statutory requirements with particular attention drawn to the provision for RE KS4. In this meeting Estyn outlined the personnel involved, process for identification of schools and the remit of the Thematic Review of KS2 & 3. The delegation outlined the ways that SACREs monitor RE in schools, including the analysis of inspection reports. They stressed the importance of Estyn identifying whether or not statutory requirements are being met when they conduct inspections so that SACREs can act upon such information. The delegation also referred to the particular issue of delivery at KS4. It believed that some schools are not fully meeting statutory requirements at KS4 – especially those delivering through WBQ. Estyn was very supportive of the concerns raised and said that they would raise these issues with their inspectors. Estyn have been in regular attendance in WASACRE meetings during 2017-2018.

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

5.8 **Training of SACRE Members**

As part of its training for members SACRE proposed the following:

to keep members updated on developments in RE and collective worship through regular presentations to SACRE members. Paula Webber made a presentation this year on the Role and Responsibilities of SACREs and one on Curriculum Development.

SACRE is very appreciative of the opportunities offered through visits and presentations to become more informed on RE and Collective worship issues in schools and would like to extend their appreciation to all concerned

5.9 **Commission on Religious Education in England**

The Consultant presented the WASACRE paper "*The CoRE and its relevance to Wales: A paper for discussion*" and explained its purpose to Rhonddha Cynon Taf SACRE Members. The Religious Education Council of England and Wales are overseeing this Commission but the Commissioners are independent. They are a body made up of experts in Religious Education. It was highlighted that there were many issues that are relevant to Wales and the document should be noted. SACRE were informed that the Final Report of the Commission on Religious Education would be published in the Autumn Term

5.10 **Humanist representation on SACRE**

It was agreed in the Summer 2018 meeting to invite a Humanist representative to sit as a Group A representative on Rhonddha Cynon Taf SACRE. This decision was taken following consideration of the letter of guidance written by the Cabinet Officer for Education, Kirsty Williams, to WASACRE.

SACRE MEMBERSHIP

LA: 6 Places

Religions and denominations: 14 Places

Teacher Associations: 10 Places

ORGANISATION	NAME
Officers	Esther Thomas RCT Bernard Whittingham RCT Emma Griffiths RCT Clerk to SACRE Paula Webber RE Consultant
Rhondda Cynon Taf County Borough Council	County Borough Councillor Mark Adams
Rhondda Cynon Taf County Borough Council	County Borough Councillor Jeffrey Elliott
Rhondda Cynon Taf County Borough Council	County Borough Councillor Geraint Hopkins
Rhondda Cynon Taf County Borough Council	County Borough Councillor Jayne Brencher
Rhondda Cynon Taf County Borough Council	County Borough Councillor Margaret Griffiths
Rhondda Cynon Taf County Borough Council	1 Vacancy
Church in Wales	Father Haydn England-Simon
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
Bahá'í	Carol Adams
Jewish	Prof. David Cohen
Sikh	Mr Gurwinder Singh
Religion and belief representatives Group A	6 Vacancies
SHA	Dr Sue Mitchell
NASUWT	Mr Mathew Maidment (Bryncelynnog Comp)
NUT	Lynsey Parsons (Cwmlai Primary)
NAHT	Mr Rob James (YG Y Cymer)
Teacher representatives	6 Vacancies
Co-opted	Jane Ward
Co-opted	Darren Rogers
Co-opted	Mrs Lynda Davies

RECORD OF SACRE MEETINGS

Three meetings of SACRE were held during the 2017–2018 academic year:

- 6th November, 2017
- 7th March, 2018
- 18th June 2018

6th November 2017

- Welcome and apologies for absence.
- Election of Chairperson.
- Election of Vice Chairperson.
- Minutes of the last meeting on 26th June 2017.
- Action Points and Matters Arising.
- To receive and approve the SACRE Annual Report 2016–2017.
- SACRE Membership.
- Monitoring provision and standards - RE and Collective Worship.
 - Update - Letters and survey sent to secondary schools with regards to statutory requirements for RE;
 - School letters;
 - Update: Estyn Thematic Review of RE at KS2 and KS3 in 2017/2018.
- Curriculum development update.
- WG planning group including letters to SACREs from Welsh Government.
- WASACRE Commissioned Paper.
- Lead Practitioner work to support the implementation of the new RS GCSE.
- WASACRE:
 - draft minutes from WASACRE meeting 7th July 2017;
 - dates of future WASACRE meetings.
- To receive from members items and suggestions for SACRE News Bulletin.
- To receive information pack:
 - SACRE News Bulletin;
 - To note details of the Holocaust Memorial Day 2018;
 - Churches Together in Wales Policy Bulletin;
 - Inter Faith Network Bulletin;
 - Visits and Visitors;
 - RE Idea;s
 - St. Davids Cathedral.
- Humanist representation on SACREs.
- The Role of SACRE.

7th March 2018

- Welcome and Apologies.
- Minutes of the last meeting 6th November 2017 .
- Matters Arising.
- Presentation Paula Webber: The Role of SACRE.
- Update Spring RE News bulletin information briefings.
- Curriculum development update:

- To consider and respond to the letter and supporting documents to SACREs from Welsh Government ;
- WASACRE guidance document *Managing the Right of Withdrawal from Religious Education* and WASACRE questionnaire to schools.
- Monitoring Collective Worship and RE.
- Self Evaluation process.
- School inspection reports synopsis.
- KS3 data analysis.
- GCSE Examination data.
- WASACRE:
 - draft minutes from WASACRE meeting 10th November 2017;
 - nominations from SACRE members to join the WASACRE Executive Committee;
 - dates of future WASACRE meetings and confirm representation;
- Correspondence - WASACRE - Minutes Clerk.
- To confirm the date of the Summer SACRE meeting.

18th June 2018

- Welcome and apologies for absence.
- Minutes from the last meeting 6th March 2018.
- Matters arising and actions.
- SACRE Membership.
- To consider membership situation and vacancies.
- To receive and consider copy of letter from WG re. Humanist representation on SACREs.
- To receive from members items and suggestions for SACRE Summer News Bulletin.
- Curriculum development update.
- To consider and respond to the letter and supporting documents to SACREs from Welsh Government.
- The Commission on RE (England) and its relevance to Wales.
- Monitoring provision and standards - RE and Collective Worship:
 - school inspection reports synopsis;
 - Estyn Thematic Review and Update.
- WASACRE business:
 - draft minutes from WASACRE meeting Friday 9th March;
 - nomination for WASACRE Executive Committee (1 nomination for one place);
 - revised WASACRE constitution;
 - collation of Secondary School Survey Responses;
 - To note dates of future WASACRE meetings and confirm representation.

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

EXAMINATION RESULTS

Examination Results Analysis 2017 - GCSE Religious Studies

	RCT 2015	RCT 2016	RCT 2017	Consortium 2017	All Wales 2017
A* - A	24%	24.4%	20.0%	27.8%	24.7%
A* - C	67.1%	67.2%	66.2%	71.5%	68.3%
A* - G	97.2%	96.9%	97.9%	98.5%	97.5%
Entry	1030 students (38.5% of cohort) 16 schools	872 students (33% of cohort) 14 schools	999 students (38.8% of cohort) 16 schools	4789 students (50.8% of cohort)	12401 students (39.5% of cohort)

Examination Results Analysis 2017 - GCSE Religious Studies Short Course

	RCT 2015	RCT 2016	RCT 2017	Consortium 2017	All Wales 2017
A* - A	15.1%	17.4%	2.4%	7.5%	9.8%
A* - C	52.1%	52.5%	28.9%	34.3%	39.6%
A* - G	92.7%	91.6%	87.1%	86.9%	90.2%
Entry	1889 students (70.7% of cohort) 16 schools	1792 students (67.9% of cohort) 15 schools	868 students (33.7% of cohort) 16 schools & EOTAS	2607 students (28%)	9343 students (29.8%)

Examination Results Analysis 2017 - AS Level Religious Studies

	RCT 2016	Consortium 2016	RCT 2017	Consortium 2017
A	12.9%	20.1%	0.0%	7.1%
A - C	63.6%	73.5%	35.3%	40.2%
A - E	93.5%	95.8%	67.6%	76.4%
Entry	217 students	740 students	34 students 12 schools	127 students

Examination Results Analysis 2017 - A level Religious Studies

	RCT 2015	RCT 2016	RCT 2017	Consortium 2017	All Wales 2017

A* - A	19.2%	12.3%	9.7%	18.9%	18.2%
12A* - C	71.5%	67.0%	73.1%	75.2%	78.1%
A* - E	98%	90.5%	97.9%	95.7%	99.8%
Entry	151 Students 16 schools	179 students 16 schools	145 students 14 schools	513 students	1305 students

Rhondda Cynon Taf Key Stage 3 Year 9 Religious Education Levels 201

	All Pupils													% Total Pupils	% L 5+	% L 6+	% L 7+
	NOR	% No level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional					
Rhondda Cynon Taf	2446	0.4	0.3	0.0	0.0	1.7	10.1	37.6	34.8	14.0	1.1	0.0	100.0	87.4	49.8	15.0	
Consortium	7539	0.4	0.2	0.0	0.1	1.4	9.2	34.0	35.7	16.8	2.1	0.0	100.0	88.7	54.6	18.9	
	Boys													% Total Pupils	% L 5+	% L 6+	% L 7+
	NOR	% No level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional					
Rhondda Cynon Taf	1249	0.6	0.6	0.0	0.0	2.3	12.0	43.7	31.8	8.5	0.5	0.0	100.0	84.5	40.8	9.0	
Consortium	3852	0.3	0.3	0.1	0.2	1.9	11.8	40.4	33.1	11.1	0.9	0.0	100.0	85.5	45.1	12.0	

	Girls													% Total Pupils	% L 5+	% L 6+	% L 7+
	NOR	% No level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional					
Rhondda Cynon Taf	1197	0.3	0.1	0.0	0.1	1.0	8.1	31.2	37.9	19.7	1.7	0.0	100.0	90.5	59.3	21.4	
Consortium	3687	0.4	0.0	0.0	0.1	1.0	6.5	27.4	38.4	22.6	3.4	0.1	100.0	91.9	64.6	26.2	



Examination Results Analysis 2018

GCSE Religious Studies-full course

	RCT 2016	RCT 2017	RCT 2018	Consortium 2018	All Wales 2018
A* - A	24.4%	20.0%	26.8%	28.8%	26.1 %
A* - C	67.2%	66.2%	70.4%	70.0 %	68.0%
A* - G	96.9%	97.9%	99.0%	98.1%	97.4 %
Entry	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)

Comments

- 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 % 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 % 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 % 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.



Rhondda Cynon Taf County Borough Council
Examination Results Analysis 2018 - GCSE Religious Studies
Short Course

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

Comments

- 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 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 % 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 % 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

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

Comments

- 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 % 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 % 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 % of A grades for Rhondda Cynon Taf is 5.0% an improvement since 2017.



Examination Results Analysis

2018 A level Religious Studies

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

Comments

- 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 % 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.

Rhondda Cynon Taf Key stage 3 data 2018

All Pupils														% Total Pupils	% L 5+	% L 6+	% L 7+
	NOR	% No level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional					
Rhondda Cynon Taf	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	
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														% Total Pupils	% L 5+	% L 6+	% L 7+
	NOR	% No level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional					
Rhondda Cynon Taf	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	
Consortium	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	

Girls														% Total Pupils	% L 5+	% L 6+	% L 7+
	NOR	% No level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional					
Rhondda Cynon Taf	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	
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	

Narrative

Please 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.

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

To note:

- 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+.