

Rationale

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the traditional religions of the area, teacher representatives and local authority representatives. SACRE's main function 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'. (Education Reform Act 1988 a.11(1)(a))

Gwynedd SACRE believes that this advice should be based on current information and hopes that the following guidance will enable headteachers to support SACRE in its duties.

In the past, Gwynedd SACRE has monitored religious education and collective worship by:

- reviewing ESTYN inspection reports;
- analysing the assessment and examination results of within the secondary schools of the Local Authority;
- receiving regular reports from the representatives of the local school advisory service;
- inviting teachers and headteachers to share examples of good practice with SACRE members.

The new ESTYN inspection framework will no longer make specific references to Religious Education and collective worship. Gwynedd SACRE would therefore like to take advantage of the procedures and practices that are currently used by the headteachers and teachers as they prepare for the new Inspection Framework. It was resolved at the Gwynedd SACRE meeting on 13 October 2010 that SACRE would fulfil its statutory responsibilities by inviting schools to share their self-evaluation of Religious Education, collective worship and pupils spiritual and moral development with SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self-evaluation to the clerk of Gwynedd SACRE during the year when they are inspected by ESTYN.

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Name (SACRE Clerk): Ken Robinson.

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Since 2008, the SACRES of Wales have adapted or adopted the National Exemplar Framework for Religious Education (DECELLS, 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across Wales since it has allowed them to work together to draw generic guidelines for schools and SACRES. Many SACRES in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

Name of School : **YSGOL ABERSOCH**

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- Self evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education

Standards in Religious Education – progress in learning

- Most of the children can recall well, are proficient at using thinking skills, acquire information well and apply skills to new situations.
- New methods of teaching have been developed following the Curriculum 2008 and the pupils now play an important role in the planning.
- KS2 pupils are well informed and have a good understanding of the practices and celebrations of Christianity as well as some of the other world religions
- Opportunities are identified within the curriculum and within the school's arrangements to challenge stereotypes.
- The children achieve high standards in their literacy and communication skills in Welsh and English and in their numeracy work and this is highlighted in their understanding of RE work.
- Most KS1 pupils develop good reading skills whilst Y3 pupils develop into independent and confident readers and have opportunities to practice their reading in the activities.
- Pupils, across the school, write to a high standard according to their level of ability and age-group, in various contexts in Welsh. Y 3 pupils are developing writing in English to a satisfactory standard.
- Y2 and Y3 children confidently use ITC and this supports teaching aspects of RE but there is scope to further challenge Foundation Phase pupils.

Areas for development

- Present activities and experiences to Foundation Phase children so as to personally respond to imaginary moral situations, providing reasons for the decisions made.
- Make use of stories to ask questions about why some things are special.
- Jointly refine the planning with the learners
- Develop certain skills further, following self-evaluations of learners work, e.g. independent investigation

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?

- A self-evaluation should consider the following indicators: the time that is allocated to the subject, subject-based information, specialization and professional development of teachers, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work allows headteachers and heads of department to form an opinion on quality of teaching in RE lessons within the school, and the extent to which pupils are urged and encouraged to achieve high standards.
- Primary schools should refer to the provision ‘People Beliefs and Questions’ for Foundation Phase learners as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education

Teaching : pplaning and range of strategies

- The community at this school is committed to improving standards of religious education.
- Following lesson observations, it was found that the teaching was good or better throughout the school.
- The lessons showed that pupils in both classes spoke confidently about their personal experiences and aspects of religion. This leads them to develop to ask questions and also provide answers. The school has focused on developing good questioning skills.
- The year 3 teacher uses every opportunity to review the programmes of study so that they are relevant to the learners.
- They are attentive listeners and respond confidently, with the most able making extended contributions in group discussions by Y 2 and 3.
- Pupils make very effective use of their learning and thinking skills when considering fundamental questions about life and religion, such as people’s relationships.
- There is a focus on skills in various RE contexts.
- Pupils receive opportunities to voice an opinion and their personal values.
- It is found that pupils knowledge and understanding of Wales is developing well and that they appreciate the value and impact of an enriching Christian heritage.
- As part of Global Knowledge and Understanding and Geography, children’s knowledge of various posts and workforces in the community, is developed.
- A very strong relationship has been forged with leaders in the community e.g. rector, minister, Police Liaison Officer, children and young people’s leader and this has contributed well towards spiritual, moral, cultural development and in preparing pupils for life experiences.
- There are differences in the school’s schemes of work and an assistant is put to good use to provide value for money. The CPD programme ensures relevant training to promote learning and teaching and meet SDP needs and priorities.
- The classes have been arranged to enable the teachers to positively and effectively interact with pupils.
- An RE portfolio contains samples of work that have been analysed and where levels have been awarded.
- The Personal and Social Development in the Foundation Phase is well developed. Pupils are well-behaved, courteous and respectful towards adults and one another.
- The fundamental questions of life are discussed, thus instilling general curiosity about religion.
- There is an emphasis on honesty and respect towards the best principles in life.
- Circle time sessions are held in every class, when there are regular opportunities to reflect, question and wonder in awe.
- There have been no instances of a racial response. There is respect towards racial difference and equality through diverse work.
- Staff are experienced and provide a range of qualifications and interests.
- There are adequate high quality learning materials.
- There is an attractive learning and stimulating environment of the highest standard in every class.

Areas for development

- Familiarize with RE document - Guidelines for Key Stage 2. (March 2011)
- Provide pupils with greater opportunities for problem-solving.

- More creative tasks e.g. K.S.2 – Design a poster to communicate information.
- Continue to provide a range of appropriate resources to enable pupils to investigate under instruction.
- Stereotyping should always be avoided.
- The focus is on collaboration in groups, with teachers facilitating the learning

Excellent		Good	✓	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is the provision for collective worship?

Does the collective worship meet the statutory requirements? Yes / No

References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspecting Collective Worship in non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features in relation to quality of Collective Worship

- The school holds collective worship each morning and every pupil attends.
- A special ethos is generated in the act of collective worship and all pupils respect the ethos of the sessions.
- The act of collective worship plays an important role when contributing towards the pupils spiritual development.
- The act of collective worship as a school contributes towards ensuring that it is a well-organized and caring community. There are expectations and rules that are clearly and mutually understood.
- The collective worship experiences provide opportunities for children to identify those values that are important in their everyday lives such as self-respect, respect others and their environment.
- Pupils have an opportunity to prepare, present and have an active role in the services so that they feel part of the school's close-knit and safe community.
- The services reflect the school's Christian foundations.
- An annual time-table is followed that is linked to the Christian festivals, class themes, special festivals and special people in the area, the country and globally.
- The area's religious leaders and friends of the school are invited to the school monthly and visits are occasionally organized to the Parish Church services.
- Spiritual, moral, cultural and social development is encouraged and especially the principal virtues of Christianity, namely kindness, love, compassion, justice and mutual respect.
- There is an emphasis on developing respect towards other religions and understanding that people have various options, viewpoints and beliefs.

Areas for development in relation to the quality of Collective Worship

- Create a corner for reflection and link it to collective worship.

Excellent	✓	Good		Adequate		Unsatisfactory	
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Signature: Mrs Laurina Hughes (Headteacher)

Date: May 2011