

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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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 Gymuned Cwm y Glo

Religious Education

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

References: Estyn Inspection Framework Section 1 and the Locally Agreed Syllabus for RE

Standards in Religious Education – progress in learning

1. Most pupils work is of a high standard and shows an interest in the field, but there is further scope for improvement as regards challenging those pupils at the top of KS2.
2. The majority of pupils report that they are interested in the field. They are especially interested in studying great global religions.
3. Estyn inspection report, held in November 2010, reports that pupils are ‘courteous and polite’ and ‘show mutual respect, care and concern’.
<http://www.estyn.gov.uk/download/publication/182882.7/adroddiad-arolygiad-ysgol-gymuned-cwm-y-glo-cym-2010/>
4. The children’s awareness of religious stories and society’s rules is evident as they perform in front of parents/guardians, the Governors and the wider community during religious festival periods.
5. Most pupils have a good awareness of features and use of houses of worship.

Areas for development

1. Model questions and more open ended questioning for pupils and encourage them to use them during discussions on the major questions and when meditating on their work.
2. Further challenge those pupils who are at the top of KS2, specifically diverse and engaging methods of recording.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is the provision in RE?

References: ESTYN Inspection Framework Sections 2.1 and 2.2 of the Locally Agreed Syllabus on RE

Teaching : planning and range of strategies

1. Adequate time is allocated to teaching RE throughout the school.
2. Teachers are well-informed about subject-based information, and the co-ordinator obviously has specialization and interest in the subject.
3. The school complies with CPD requirements when there is a need to do so as a consequence of the self-evaluation process, e.g. cluster INSET for the co-ordinator on January 31st.
4. The Chair of Governors is responsible for monitoring the subject at the school, and that is done regularly in accordance with the school’s self-evaluation time-table.
5. The programme of study is a balanced one and every field is focused upon.
6. Pupils plan through considering questions that match the theme. The voice of the child receives excellent focus.
7. Adequate resources are used, including Bangor University Centre for Religious Education artefacts and the library.
8. A thematic lesson was observed, that included RE, during the inspection that was held in November 2010. Standards were consistently good.
9. The Estyn inspection report, held in November 2010, reported that ‘all of the teachers successfully promoted awareness of sustainable development and **global citizenship**’, that ‘excellent use was made of circle time to promote pupils personal and social skills’ and that the school ‘promotes pupils **spiritual, moral, social and cultural, health and well-being, well**’.

Areas for development

1. Study more different religions at FP/KS1 – play a specific role
2. Continue to develop the study of other religions at KS2.
3. Arrange visits to other religious houses of worship, and visits from practitioners of other religions.
4. Maintain the changes in lesson presentation methods following the advent of Curriculum 2008, i.e. thematic method, and ensure that a greater emphasis is placed on the religious and spiritual **throughout the school** during these thematic periods.
5. Incorporate RE in the school’s new tracking system.
6. Make greater use of the book ‘Important Questions In Religion’ by UWIC – cluster training January 31st, drew attention to the need for this.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Collective Worship

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

Does collective worship meet the statutory requirements?

Yes ✓

No

Good features as regards Quality of Collective Worship

1. Diverse stories are presented and standard of presentations is good.
2. The main religious festivals are noted with pupils presenting public performances to parents/guardians, the Governors and the wider community.
3. Pupils receive good and regular opportunities for meditation and wonder in awe, e.g. during presentations on charity work such as *Operation Christmas Child*.
4. Diversity is celebrated and contributions made by everybody to the community through contacts with collective worship periods and periods of joint worship about Menter Fachwen charity, which works with young people and adults who have learning difficulties.
5. Visitors who have a particular specialization such as Rev Robert Townsend and Mr. Andrew Settatree, local chapels Youth Officer, visit regularly.

Matters for attention as regards quality of Collective Worship

1. Pupils to participate more during usual/weekly periods of collective worship.
2. Pupils to participate in periods for planning the collective worship and select their own themes.

Excellent

Good

✓

Adequate

Unsatisfactory

Signed: **Garem Jackson** (Headteacher)

Date: February 9th 2011

Enc:

1. RE subject-based Self-Evaluation (June 2010);
2. RE seubject-based self-evaluation against CYNNAL Good and Very Good Standards (June 2010);
3. Self-evaluation time-table.