

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.

Address: Arfon Area Education Office, Gwynedd Council, Caernarfon, Gwynedd, LL55 1SH.

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: Y Faenol

Religious Education

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

- The 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

By the end of year 6, pupils are well-informed and possess a good understanding of:

Religious beliefs and practices

Of life experiences and questions that they raise.

Pupils appraisal and response to religion and to life experiences are also good by the end of year 6.

Areas for development

Ensure that the necessary changes are implemented following the new guidelines issued for the foundation phase and key stage 2.

Excellent

Good

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Adequate

Unsatisfactory

Key Question 2: How good is provision in Religious Education?

- 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 reach an opinion on quality of teaching in Religious Education lessons at 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 Religious Education 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

Teaching: planning and range of strategies

Teaching is good at all key stages. The contents of the Scheme of Work is fully focussed upon as well as organizing additional stimuli such as visits which enrich the curriculum throughout the school.

Good use is made of the contact between the rector and the local church to enrich pupils experiences.

Standard of lessons and pupils work is good.

Areas for attention

Continue to focus on adapting schemes as and when required.

Excellent

Good

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Adequate

Unsatisfactory

Collective Worship

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

Does collective worship meet the statutory requirements?

Yes

No

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

Good features as regards quality of Collective Worship

It is a welcoming, close-knit and caring school.

Worship and religious practice is part of the fabric of school life.

The schools has successfully consistently integrated pupils from several different cultures and religions and introduces them to the culture and languages of Wales.

There is an excellent contribution to pupils moral and cultural development.

Areas for development as regards Quality of Collective Worship

Opportunities for reflection should be provided throughout the school day. As part of this, the possibility of creating places for reflection within and outside the school building, should be explored.

The planning and recording aspect of WORSHIP should be developed. Currently, effective evaluation is held of the worship that is led by clerics who visit the school but this should be extended to cover every building.

The Welsh aspect to the worship requires further development.

Excellent

Good

*

Adequate

Unsatisfactory

Signed: E A Williams

(Headteacher)

Date: 17 .05.11