

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.

Enw'r Ysgol: Ysgol y Gader

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 teacher 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

KS3:

% pupils at level 5+ a 6+ at end of KS3:

Year:	Pupil Numbers :	Boys: %5+	Girls: %5+	Total %5+	Total %6+
2010	62	88.5%	69.4%	77.4%	29.0%
2009	72	79.4%	84.2%	81.9%	34.7%
2008	60	55.6%	87.9%	73.3%	41.6%

- Percentage of pupils achieving level 5+ consistently good, and except for 2008, is consistently higher than the LEA's performance since 1999
- Except for 2010, the girls outperform the boys, with the gap varying by 5 percentage points in favour of the girls in 2009 to 32 points in favour of the girls in 2008
- No pupil was exempted from RE lessons at KS3

KS4:

Religious Studies (GCSE):

Year:	Number in year (B:G):	Number sitting (B:G):	% of cohort:	% A*/A:	% A*-C:
2010	62 (27:35)	21 (4:17)	34%	52.4%	100%
2009	60 (29:31)	13 (5:8)	22%	53.8%	100%
2008	59 (29:30)	17 (6:11)	29%	29.4%	88.2%

Religious Education:

- All pupils at KS4 follow the Welsh Baccalaureate at KS4 (to be validated for the first time in Summer 2011), RE is part of the Learning Core
- No pupil has been exempted from RE lessons at KS4.

Lesson Observation:

- All RE lessons observed during the Improving School Cycle (three year cycle: 2007-10) have been adjudged grade 2 or above

Matters that require attention

- Maintain the good and very good standards at KS3 and KS4
- Increase pupil numbers achieving level 6+ at KS3
- Reduce the gap between Boys and Girls performance

(These matters are whole school matters that are noted in the School Development Plan)

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in RE?							
<ul style="list-style-type: none"> • Self-evaluation should consider the following indicators: the time that is allocated to the subject, subject-based information, specialization and teachers professional development, suitability of the programme of study and range of learning resources used. • Evaluation of lesson observations and pupils work enables headteachers and heads of department to reach an opinion on quality of teaching in RE lessons at the school, and the extent to which pupils are encouraged and urged to achieve high standards. • Primary schools should refer to the provision 'People, Beliefs and Questions' for learners at the Foundation Phase as well as RE at KS2. • Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education). 							
References : ESTYN Framework Inspection Sections 2.1 and 2.2 of the Locally Agreed Syllabus							
The teaching: planning and range of strategies							
<ul style="list-style-type: none"> • RE contact time (KS3): <ul style="list-style-type: none"> ⇒ B7: 2 lessons/week – 6.6% contact time ⇒ B8: 2 lessons/week – 6.6% contact time ⇒ B9: 1 lesson/week + 1 lesson for a third of a year – 4.4% contact time • RE contact time (KS4): <ul style="list-style-type: none"> ⇒ B10/11: 3 lesson/week (as part of RE/Citizenship circus / CEB) GCSE RS Contact time (KS4 - optional): ⇒ B10/11: 3 lessons/week – 10% contact time • Total no of RE/RS lessons = 31 <ul style="list-style-type: none"> ⇒ Total no RE lessons KS3 = 19 ⇒ Total no of RE/Citizenship lessons/CEB KS4 = 6 ⇒ Total no of RS lessons (GCSE) KS4: = 6 • Staff: <ul style="list-style-type: none"> ⇒ 1 full time RE teacher (contact time = 25/30) ⇒ 1 Welsh teacher/ Baccalaurate (RE subsidiary subject; (RE contact time / CEB = 5) ⇒ 1 English teacher (RE contact time) = 1) ⇒ Every staff member receives annual professional interview ⇒ Every staff member attends annual subject-based INSET and CPD 							
Areas for Development							
<ul style="list-style-type: none"> • Create an assessment portfolio for KS3 • Amend KS4 statutory RE course following changes to GCSE RS course • Amend Y7 RE course <p>(these matters are noted in Department Development Plan – Religious Education 2010-11)</p>							
Excellent		Good	✓	Adequate		Unsatisfactory	

Collective Worship

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

Does 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 the quality of Collective Worship

- Collective Worship occurs daily
 - ⇒ Service (and Collective Worship) whole school once a week
 - ⇒ Service (and Collective Worship) KS once a week
 - ⇒ Class Service / A Minute for Reflection and Collective Worship as registration class three times/a week
- Pupils actively participate in every KS Service and class Service
- Two pupils only exempted from Service/Collective Worship
- Every Service focuses on development:
 - ⇒ spiritual
 - ⇒ moral
 - ⇒ social
 - ⇒ cultural
 of the pupils

Areas for development in relation to quality of Collective Worship

- Consistency in form, organization and quality of a Minute for Reflection and Collective Worship in the classroom.

Excellent		Good	<input checked="" type="checkbox"/>	Adequate		Unsatisfactory
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Signature: _____ (Headteacher)

Date: