

Rationale

Religious Education is locally managed by the Standing Advisory Council for Religious Education (SACRE). It consists of three committees: namely representatives of the area's main religious traditions, teachers representatives and LEA representatives. SACRE's main function is to, 'advise the LEA on religious worship related matters in county schools and with the religious education that is to be provided in accordance with an agreed syllabus that the LEA will refer to the council or as has the council sees fit'. (Deddf Diwygio Addysg 1988 a.11(1)(a))

It is Gwynedd SACRE's view that this advice should be based on current information, and that hopefully the following guidelines will enable headteachers to support SACRE in their responsibilities.

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

- reviewing ESTYN inspection reports;
- an analysis of teachers assessments and LEA secondary school examination results;
- obtaining regular reports from schools service/local advisory representatives;
- invite teachers and headteachers to share examples of good practices with SACRE members.

The new ESTYN Inspection Framework will no longer refer to Religious Education and collective worship. Gwynedd SACRE is therefore eager to utilize headteachers and teachers current procedures and practices when preparing for the new Inspection Framework. At the Gwynedd SACRE meeting that was held on 13 October 2010, it was resolved that SACRE would fulfil its statutory responsibilities through inviting schools to share their self-evaluation of Religious Education, collective worship and pupils spiritual and moral development with the members.

Primary and secondary schools are kindly requested to present a summary of the school's self-evaluation for the attention of the clerk of Gwynedd SACRE during the year when the school will be receiving an ESTYN inspection.

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Name (SACRE Clerk): Ken Robinson.

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Since 2008, SACRE's throughout Wales have either adopted or adapted the National Model Framework for Religious Education (APADGOS, 2008) as their locally agreed syllabus. Members of the Religious Education National Advisory Panel have welcomed this consistency throughout Wales, as it has enabled them to collaborate to prepare mutually common guidelines for schools and SACRE's. Several SACRE's in Wales have adopted a similar procedure or process to that which is outlined in this document.

Name of School: Ysgol Maenofferen

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

A self-evaluation was held during the first half of the 2011 Summer Term – the pupils work in the classes and pupils questionnaire were scrutinized and the plans and policies evaluated to ensure that they were being adhered to and were impacting standards.

Standards of work contained in the Religious Education Portfolio, indicate examples of levels 2-5 in fields within the subject and diversity and progression between the years. The examples also contain evidence of cross-curricular skills and in examples of pupils work.

The policies and schemes are current and show progression that is reflected in the work.

Pupils standards of work is good and this accords with their ability, and appropriate differentiation occurs.

Pupils acquire opportunities to assess their work and that of others and understand the measures required to try and improve upon their work.

Examples of work are displayed on the walls in the classrooms and the pupils have had a prominent role in participating and expressing an opinion.

Results of pupils questionnaires indicate that pupils enjoy the lessons, in particular learning about different religions.

Areas for development

Excellent

Good

✓

Adequate

Unsatisfactory

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

- Self-evaluation should take the following indicators into account: time 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 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 'People, Beliefs and Questions' provision 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 Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education

The teaching: planning and range of strategies

The subject is allocated time at KS2 and a teacher presents the subject through KS 2

The RE Co-ordinator has received advisory guidance to plan the programme of study

The 'People, Beliefs and Questions' provision is presented at the Foundation Phase and forms part of the pupils' Personal and Social provision.

Visits to places of worship and services such as baptism, marriage and services are held and visitors visit the school

Areas for Development

There is a need to increase resources such as teachers books and artefacts to support the learning at KS2
£200 has been allocated to improve the provision

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 statutory requirements?	✓ Yes	No
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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 relationship to the features of Collective Worship

According to the school Inspection report May 2011 the 'school excellently supports pupils' spiritual, moral and social development and their cultural development well. Joint examinations are an excellent feature at the school'.

Areas for development in relation to quality of Collective Worship

Excellent	✓	Good		Adequate		Unsatisfactory
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Signed: (Headteacher)

Date: