

Rationale

Religious Education is locally managed by the Standing Advisory Council for Religious Education (SACRE). It consists of three committees: representatives of the main religious traditions of the area, teachers representatives and LEA representatives. SACRE's Principal remit is to, 'advise the LEA on those matters that are linked to religious worship at county schools and the religious education to be introduced in compliance with the agreed syllabus that the LEA will refer to the council or at the council's discretion.' (1988 Education Reform Act and.11(1)(a))

Gwynedd SACRE is of the view that this advice should be based on current information, and that hopefully the following guidance will enable headteachers to support SACRE in its responsibilities.

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

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

SACRE's new Inspection Framework will no longer specifically refer to RE and collective worship. Gwynedd SACRE is therefore eager to utilize the procedures and practices currently used by headteachers and teachers in preparation for the new Inspection Framework. At the Gwynedd SACRE meeting held on 13 October 2010, it was resolved that SACRE would fulfil its statutory duties through inviting schools to share their self-evaluation of RE, collective worship and pupils spiritual and moral development with the members.

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

Contact details: (kenrobinson@gwynedd.gov.uk) 01286 679888

Name (SACRE Clerk): Ken Robinson.

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

Since 2008, SACRE's throughout Wales have adopted or adjusted the National Model Framework for RE (APADGOS, 2008) as their locally agreed syllabus. Religious Education National Advisory Panel members have welcomed this consistency throughout Wales, as they have been able to collaborate to prepare mutually common guidelines for schools and SACREs. A similar procedure or process to the one outlined in this document has been adopted by various SACRE's in Wales.

Name of School: Llanllyfni

Religious Education

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

- The self-evaluation is based on observations on lessons, 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: Fframwaith Arolygu ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

- All pupils throughout the school make good progress in RE.
- All pupils are set challenging targets to enable them to develop to their full potential.
- Pupils of all ages answer questions, focus on their tasks and confidently solve problems and make decisions.
- Observations indicate that the most able in Y5 and 6 work independently and plan and fulfil their tasks, applying skills that they have already learnt, very confidently to new situations.
- Observations/evaluation indicates that the majority of pupils successfully use AfL and thinking strategies as regards their learning, reflecting on their own learning in the lessons.
- The children's work books show that their RE learning has progressed.
- Pupils receive regular opportunities to evaluate their work and that of others. The visualizer and thinking and AfL strategies are very effectively used to promote the learning.

Matters to focus upon

- Continue to develop AfL and Thinking strategies as a learning tool.

Excellent

Good

✓

Satisfactory

Unsatisfactory

Key Question 2: How good is Religious Education provision?

- 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.
- An evaluation of lesson observations and pupils work enable headteachers and head of departments to form an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are urged and encouraged to achieve high standards.
- Primary schools should refer to the 'People, Beliefs and Questions' provision for Foundation Phase learners as well as RE at KS2.

<ul style="list-style-type: none"> 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							
The teaching: planning and range of strategies <ul style="list-style-type: none"> Designated time is allocated to the subject in compliance with the statutory guidelines. Well-balanced and broadly-based experiences are provided through offering experiences that meet Foundation Phase and 2008 Curriculum requirements. Foundation Phase, 'People, Beliefs and questions' Schemes are annually developed and the experiences are balanced and show development. The children's experiences are enriched through a good combination of work both on and off the premises through various visits. The contribution and impact of the PSE programme positively impacts pupils experiences. The minutes of the lesson observations over the past two years indicates that the quality of teaching is at least good throughout the school. The teaching strengths are: <p>Effective planning including: Joint planning between the teacher and support staff.</p> <p>Strong elements of AfL :</p> <p>Clear SC aims are set and agreed upon with the children</p> <p>Span and range of teaching methods ensures pupils participation.</p> <p>Suitable level of challenge.</p> <p>Children have opportunities to collaborate.</p> <p>Supply of material and resources.</p> <p>Differentiated work accords with SEN individual targets and schemes.</p> <p>Effective use of support staff to support the teaching.</p> <p>Language regularly modelled by the teachers.</p> <p>Good relationship with the children, very good behaviour.</p> 							
Matters to focus upon <p>Continue to focus on adapting plans to match themes.</p>							
Excellent		Good	✓	Satisfactory		Unsatisfactory	

Collective Worship

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

Does the collective worship comply with statutory requirements?

Yes

No

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

Good features of quality of Collective Worship

- The services has a spiritual ethos and the children regularly contribute towards and plan services.
- Pupils have opportunities during collective worship to calm down, reflect in a spiritual manner and values and morality are discussed.
- Collective Worship forms a core part of school and class services.
- Pupils have continual opportunities to display empathy and tolerance towards various charities that they have chosen to support.
- A programme of themes is followed for services such as Bible themes, PSE, Charities, Global Education, Morality etc.
- In addition, the St David's Day, Thanksgiving, Christmas Services make a valuable contribution towards pupils spiritual, social and cultural developments.
- A period of prayer prior to dinner time and to conclude the day.

Matters to focus upon as regards quality of Collective Worship

Maintain and develop existing good standards.

Excellent

Good

✓

Satisfactory

Unsatisfactory

Signed: *G Jones* (Headteacher)

Date: 12.7.11