

Rationale

Religious Education is locally controlled by a Standing Advisory Council for Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and LEA 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 guidelines 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 within the secondary schools of the Local Authority;
- receiving regular reports from the representatives of the local schools/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 headteachers and teachers as they prepare for the new Inspection Framework. It was resolved at the the Gwynedd SACRE meeting on 13 October 2010, that it would fulfil its statutory responsibilities by inviting schools to share their self-evaluation of Religious Worship, 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.

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, the SACRES of Wales have adopted or adapted the National Exemplar Framework for Religious Education (DCELLS, 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 prepare generic guidelines for schools and SACRES. Many SACRE's in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

Name of School: Ysgol Gynradd Llanbedr

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

- Quality of provision and standards are good throughout the school.
- Most of the pupils recall well, are proficient in using thinking skills and acquire knowledge well.
- Pupils are able to focus on the task and collaborate enthusiastically as group members.
- Pupils are encouraged to work independently as well as in pair, group work.
- They have an active role in the lessons and make decisions on the contents, how to do their work and present their findings.

Areas for Development

- Attend further courses.
- Continue to get the pupils to think of others, and respect religions and ways of thinking.

Excellent

Good

✓

Adequate

Unsatisfactory

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

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based knowledge, teachers specialization and professional development, 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 form an opinion on the quality of the teaching in Religious Education lessons within 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 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 for Religious Education

The teaching: planning and range of strategies

- There is good focus on developing pupils ideas and to the meditation.
- Other religions traditions are appreciated through focusing on various religions and their life-styles.
- The subject is taught weekly, dealing with the fundamental questions of life.
- The Teachers Resources Pack file is used – 'Important Questions In Religion' that enables the pupils to make use of their literacy, thinking, ITC and meditation skills. Through using these, other religions also receive attention.
- The 'World Religions Today' series is also used again in order to develop pupils' ideas.
- Both teachers at the school have completed HADA courses that focus on Religious Education, and they continue to attend courses whenever there is an opportunity.

Areas for Development

- The whole school continues to develop the pupils skills in this field.
- The F.P. teacher to attend a course when there is an opportunity.

Excellent

Good

✓

Adequate

Unsatisfactory

Collective Worship

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

Does collective worship meet the statutory requirements?

Yes /

No

Referrals: 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 to the relation of the quality of Collective Worship

- A whole school service is held twice a week and a class service 3 times a week.
- Sally Jones the local curate, holds a service every other Thursday. This provides an opportunity for the pupils to reflect and develop ideas. This enriches the pupils experiences.
- The pupils know how to respond/behave at the service, respecting other religions.
- There is a close link with the Church. The pupils go there every christmas and take part in an activity e.g. christingle, story of the nativity.
- They have an opportunity to sing together, learning songs that are suitable for the time of year.
- ICT is used through holding services on Beibl.net. These services deal with appropriate themes.
- Pupils have an opportunity to hold their own service, selecting themes. In the past, they have dealt with bullying and friendship.
- Special services are held e.g. thanksgiving, St David's Day, etc.

Areas for development in relationship to quality of Collective Worship

- Continue to strike a balance between moral and religious services.
- Invite more people from the community to hold services.

Excellent

Good



Adequate

Unsatisfactory

Signed: *M.W. Jones* (Headteacher)

Date: January 2012