

## 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 principal religious traditions of the area, teacher representatives and local authority representatives. SACRE's main function is, 'to advise the authority on 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 s.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 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.

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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 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 SACREs in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

Name of School: Ysgol Tanygrisiau

**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**

The standard of Religious Education at the school is good. We believe this because:

The planning gives specific attention to all aspects of the subject.

School pupils learn about Christianity and other religions. They can observe what is similar and different in religions and talk of the characteristics of different religions.

Pupils are aware of key terms and many use them effectively.

Pupils remember facts about the subject and grow in their understanding of religious concepts and symbolism.

Pupils gradually develop the ability to reflect on the subject and form individual concepts about it.

**Areas for Development**

Continue to develop the thinking skills element of the tasks presented to pupils.

Give pupils more freedom to present their ideas independently.

Continue to develop question creating skills in the FP.

Ensure use of a range of evidence when dealing with the subject.

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| <b>Excellent</b> |  | <b>Good</b> | X | <b>Adequate</b> |  | <b>Unsatisfactory</b> |  |
|------------------|--|-------------|---|-----------------|--|-----------------------|--|

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

- Self-evaluation should consider the following indicators: the time given to the subject, knowledge of subject, expertise and professional development of teachers, adequacy of the study programme and the range of learning resources used.
- Evaluation of lesson observations and pupils' work allows the heads and department heads to arrive at an opinion regarding the quality of education in Religious Education lessons within the school and the extent that pupils are motivated and encouraged to attain high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for learners in the Foundation Phase as well as Religious Education in 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 taught by a teacher with a strong background in the subject. She received guidance on how to plan the subject over a year ago.

Lessons are planned carefully every term. Various teaching strategies are used in the lessons e.g. thinking skills. Working with a partner/group.

**Pupils are encouraged to produce work of a good standard.**

**The subject has a specific place in the school's timetable. It is taught weekly in FP and in KS2.**

**Areas for Development**

Continue to develop the teacher's knowledge of thinking skills in order to give pupils more freedom when presenting their findings.

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| Excellent |  | Good | X | Adequate |  | Unsatisfactory |  |
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**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**

In their turn, classes manage to conduct the assembly. Every child is given an opportunity to be part of the assembly. Whole school assemblies are conducted at least 3 times a week.

Pupils have the opportunity to learn a variety of modern and traditional hymns in the assembly.

The assembly is used as a way of sharing the school's thinking of tolerance, watching over others and living together as a family.

**Areas for development in relation to the quality of Collective Worship**

**Continue with the timetable to conduct a weekly assembly for pupils and members of staff.**

|           |  |      |   |          |  |                |  |
|-----------|--|------|---|----------|--|----------------|--|
| Excellent |  | Good | X | Adequate |  | Unsatisfactory |  |
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Signed: *Gerallt Jones* (Headteacher)

Date: 14 June 2012