

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 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 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 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 headteacher 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 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.

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

Name (SACRE Clerk): Ken Robinson.

Address: Arfon Area Education Office, Cyngor Gwynedd, 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 Aberdyfi

Religious Education

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

- The self-evaluation is based on lesson observations, evaluations of pupils work and interviews held 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 : ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education

Standards in Religious Education – progress in learning

*Standard in Religious Education is good.
Standard of listening, response and contribution is good
By the end of Key Stage 2, pupils possess a good knowledge and understanding of life experiences and the questions they ask as well as religious beliefs and practices.
The teachers and pupils jointly plan key questions for learning.
The pupils are aware of the educational objective and success criteria and their books show evidence of that.
The older children set their own success criteria.
The pupils confidently answer questions, as well as when solving problems and in decision making.
Classroom observations indicate that most of the pupils successfully use AfL and thinking strategies as regards their learning, and reflect on their learning in lessons.
Pupils receive regular opportunities to evaluate their work and that of others. Very effective use is made of the visualizer and thinking and AfL strategies to promote the learning.
The school has an active role in the activities of the wider community. Pupils have regular opportunities to socialize with others within social activities that are organized by the school e.g. Church,, Thanksgiving Services, St David’s Day, Christmas Service/Concert, Community Dinner for the Elderly. They provide the children with valuable experiences and enable them to actively contribute to their community.*

Areas for Development

*Look at provision for gifted and talented pupils, ensuring differentiated tasks to enable pupils to achieve their full potential.
Find out pupils opinion – prepare a questionnaire.
Continue to develop Assessment for Learning strategies.*

Excellent		Good	*	Adequate		Unsatisfactory	
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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 information, specialisation and professional development of the 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 about quality of teaching in RE lessons at the school, and the extent to which pupils are encouraged and motivated to achieve high standards.
- Primary schools should refer to the provision ‘People, Beliefs and Questions’ for Foundation Phase pupils 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: the planning and range of strategies

*Appropriate time is provided for the subject in compliance with the statutory guidelines.
Standard of teaching is good at both key stages. There is good focus on arranging visits that enrich the curriculum.
Good use is made of the contact between the rector and the local church to enrich pupils experiences.
Standard of pupils lessons and work is good.
The range of classroom experiences and beyond in the community meets ‘People, Beliefs and Questions’ requirements for Foundation Phase pupils and the National Framework for presenting RE at key Stage 2.
Lesson observations mention that teaching is good throughout the school.
Effective use is made of resources to support the learning.
The practice of sharing the educational objective and joint planning of the success criteria with the pupils is robust where the senior pupils prepare their own criteria.
Daily use is made of ‘discussion partners’ to ensure pupils participation.*

Effective use is made of support staff to support the teaching.

There is consistency in how teachers respond to the children's work, showing them the way forward in order to improve upon their work.

Areas for Development

*Instruct the teachers and assistants as to the importance of asking open questions so as to make the children think
Continue to adapt the schemes as required.*

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

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

The school is welcoming and the school community is happy and homely.

Collective worship is held for the whole school on three days a week, a class service on one day and a service with the local rector every Friday.

Our services has a spiritual ethos and the children have an opportunity to prepare a service themselves once a week.

Pupils have opportunities during periods of collective worship to calm down and quiet meditation.

The work that is done in public for St David's Day, Thanksgiving, Christmas services offer the pupils excellent spiritual, social and cultural developments.

Prayers are held before lunch time and to conclude the day throughout the school.

There is a spiritual ethos to the services and the children receive regular opportunities to contribute to and plan services.

A thematic programme is followed for services such as Biblical themes, PSE, Charities, Global Education, etc.

Communal services to mark St David's Day, Thanksgiving and Christams make a valuable contribution towards pupils spiritual, social and cultural development.

Areas for development in relation to the quality of Collective Worship

Continue to focus on adapting the plans as required.

Excellent

Good

*

Adequate

Unsatisfactory

Signed: Jennifer Bradbury (Headteacher)

Date: 21/6/12