

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.

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Name (SACRE Clerk): Ken Robinson.

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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.

School Name: Abercaseg

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 Crefyddol ac Addysg Grefyddol) 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

- Pupils spiritual, personal, social and moral development is excellent with the focus on these aspects within class activities and school services being a contributory factor.
- The school is a closely knit community that promotes an equal opportunity for everybody in all aspects of school life and within the wider community. The children are nurtured to cherish values such as showing concern for others, respect and care, and are encouraged to take responsibilities through our daily plans and activities.
- Through school services, class activities and 'circle time' sessions, the children are nurtured to be friendly towards one another in both formal and informal situations. They also take care of one another and are ready to discuss feelings as well as understand how to show an appropriate response in certain situations so as to avoid conflict. Almost all of them get on well with the teachers and other staff members and also show respect towards the school building and resources. The pupils are extremely courteous towards visitors at the school and when going on visits, they always show courtesy towards others and display excellent behaviour.

Areas for development

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 knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and the pupils work will allow headteachers and heads of department to make a judgement about the quality of teaching in Religious Education lessons at the school, and the extent to which pupils are motivated and encouraged to achieve highly.
- In primary schools, reference should be made to the provision 'People, Beliefs and Questions' for Foundation Phase pupils as well as Religious Education at KS2.
- In secondary schools, reference should be made 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

Teaching: planning and range of strategies

- The great emphasis placed on teaching about religions and morality equips the pupils very well for becoming responsible members of the community.
- Children's experiences are enriched through a good combination of visitors visiting the school eg the rector, representatives from various charities and miscellaneous visits that lead to the provision of enriching learning opportunities and strengthening their understanding of the roles and importance of various individuals within the community.
- The school has a very good relationship with external agencies and establishments. The collaboration with charities such as Antur Waunfawr, UNICEF, Fair Trade, Operation Christmas Child and Hope House develop pupils understanding and tolerance. Through the British Council, the school has forged links with a school in Delhi and a school in Uganda with whole school projects/themes having been followed on those countries with the children becoming aware of other religions.
- The children nurture humanitarian attitudes through services and projects to promote this and the school has been accredited as a 'Fair Trade School'. Over the past few years, the children have, through several activities, have collected a substantial amount of money towards humanitarian causes of their choice.

<ul style="list-style-type: none"> • There is good provision for pupils spiritual development. Our services and periods of collective worship have a spiritual and supportive ethos and the children make an effective contribution through discussing questions that are to do with morality and their understanding and knowledge of Christian practices and stories as well as their knowledge of faiths or other religions is developing well. • The PSE plan and the circle time and periods of collective worship and services lead to an ethos of tolerance, respect towards others, equality and an appreciation of diversity. 							
Areas for development							
Excellent	√	Good		Adequate		Unsatisfactory	

Collective Worship

Key Question 2: How good is provision for collective worship?							
Does collective worship comply with statutory requirements?				Yes	No		
<p>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)</p> <p>Good features in relation to the quality of Collective Worship A school service is held twice a week and classroom services three times as well as a weekly period of hymn singing and religious songs. The rector holds monthly services at the school with the children also attending local church and chapel services.</p>							
Areas for development as regards quality of Collective Worship							
Excellent	√	Good		Adequate		Unsatisfactory	

Signed: *SHThomas* (Headteacher)

Date: 11/9/12

