

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 : Brithdir

Religious Education

Key Question 1: How good are outcomes in Religious Education?
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- The 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 teachers assessments and/or examination results.

References : ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus
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Standards in Religious Education – progress in learning
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- Good progress was observed in RE throughout the school.
- The increasing emphasis on skills, thinking skills and assessment for learning spurs diverse and independent activities.
- From looking at pupils work samples and books, there is a diversity of presentations that reflect skills.
- The senior pupils gain diverse and challenging experiences whilst Foundation Phase reading and recording skills display a good grasp of National Framework requirements for RE presentation.
- There is very good use of ITC in investigations, to discover information and present work.
- All pupils have opportunities to verbally contribute to discussions on religious and moral questions.
- Circle Time sessions are regularly held in the classes and they contribute towards developing positive attitudes towards problem-solving and empathy towards one another. They also promote skills on discussion, listening and responding to others very well.
- The school has close links with humanitarian charities such as Air Ambulance, Children in Need, Macmillan etc.
- At the end of key stages, every pupil achieves Outcome 5 and half the Foundation Phase pupils achieve Outcome 6 in the Social and Well-being and Diversity field; the majority achieve Level 4 or 5 in RE at KS2.

Matters for attention

- Continue to develop pupils investigative skills
- Continue to develop pupils ability to plan, develop and reflect on their learning
- Ensure that extended written compositions are presented termly
- Ensure that the Literacy and Numeracy Framework are included in the subject.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is RE provision?
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- 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 form an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the 'People, Faiths and Questions' provision 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
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Teaching: planning and strategy range
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- Our plans provide an opportunity to set a 'major question' at the beginning of term and various strategies stimulating independent investigations and presentations.
- Effective resources are used to support pupils learning.
- Jointly setting criteria leads to the senior pupils selecting some themselves.
- The teacher is aware of the importance of open questioning to make the pupils think.
- Effective questioning is used to extend pupils understanding.
- The teacher has high expectations and provides regular support.
- Pride of place is given to classwork in school services and class displays.
- Extensive use is made of websites such as HWB and Cynnal as interactive resources.

Matters for attention					
<ul style="list-style-type: none"> Provide differentiated opportunities and activities for gifted and talented pupils. 					
Excellent		Good	✓	Adequate	Unsatisfactory

Collective Worship

Key Question 2: How good is the collective worship provision?		
Does the collective worship comply with the statutory requirements?	Yes	No
References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010) , 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)		
Good features regarding quality of Collective Worship <ul style="list-style-type: none"> Weekly whole school collective worship is held as well as classroom services. Services have a spiritual and moral ethos. All pupils have opportunities to participate either in public or through meditation. Class services include reading and discussing Biblical and moral stories. The school has clear aims in children's moral development and it is achieved through a caring ethos that encompasses school life and work. Thanksgiving and Christmas services are held in the community. The Minister visits the school monthly to lead a service. 		
Matters to act upon regarding quality of Collective Worship		
Excellent	✓	Good
		Adequate
		Unsatisfactory

Signed: *Nia Roberts* – Religious Education co-ordinator

C Ff Roberts (Headteacher)

Date: 25/9/2013