

Rationale

Religious Education is controlled on a local level by the Standing Advisory Council for Religious Education (SACRE). It includes three committees: representatives of the area's main religious traditions, teachers representatives and LEA representatives. SACRE's main function is to, 'advise the LEA on the matters associated with religious worship at county schools and with the religious education to be provided in accordance with an agreed syllabus to which the LEA will refer to the council or at the council's discretion'. (Education Reform Act 1988 a.11(1)(a))

Gwynedd SACRE is of the opinion that this advice should be based on current information and that hopefully the following guidelines will enable headteachers to support SACRE in its responsibilities.

In the past, Gwynedd SACRE has monitored religious education and collective worship through:

- 1 reviewing ESTYN inspection reports;
- 2 analysing teachers assessments and LEA secondary school examination results;
- 3 obtaining regular reports from representatives of the schools service/local advisory service;
- 4 inviting teachers and headteachers to share examples of good practices with SACRE members.

The ESTYN new Inspection Framework will no longer specifically refer to RE and collective worship. Gwynedd SACRE is therefore eager to utilize the procedures and practices currently used by headteachers and teachers as they prepare for the new Inspection Framework. At CYSAG Gwynedd meeting held on 13 October 2010, it was decided that SACRE would discharge its statutory responsibilities through inviting schools to share their self-evaluation of RE, collective worship and pupils spiritual and moral development with the members.

Primary and secondary schools are kindly requested to present a summary of the school's self-evaluation for the attention of clerk of Gwynedd SACRE during the year when ESTYN hold an inspection of the school.

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Since 2008, SACRE's throughout Wales have either adopted or adjusted the National Model Framework for RE (APADGOS, 2008) as their locally agreed syllabus. Members of the National Advisory Panel for Religious Education have welcomed this consistency throughout Wales as they have been able to collaborate to prepare common guidelines for schools and SACRE's. Various SACRE's in Wales have adopted a similar procedure or process to that outlined in this document.

Religious Education

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

- ⌚ 1 The self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.
- 2 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.

Referrals: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education - progress in learning

The school's standards in Religious Education are good.

Having scrutinized pupils work books from Reception Years to year 6, evidence indicates that

- 1 *Children have an opportunity to develop a range of skills through using several diverse sources*
- 2 *Express an opinion, discuss and ask questions on various subjects*
- 3 *An opportunity to consider, evaluate and reach a conclusion.*

There is appropriate and challenging planning containing relevant elements of the literacy and numeracy framework.

Areas for attention

Continue to monitor standards of Religious Education through scrutinizing books and observing lessons.

Excellent		Good	√	Adequate		Unsatisfactory	
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Key question 2: How good is provision in Religious Education?

- 3 Self-evaluation should deliberate over the following indicators: the time allocated to the subject, subject-based information, teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- 4 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 encouraged to attain high standards.
- 5 Primary schools should refer to the 'People, Religions and Questions' provision for Foundation Phase pupils as well as RE at KS2.
- 6 Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

Referrals: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

Religious Education plans tie in with the agreed syllabus. Currently, the school amends the plans to tie in with the Literacy and Numeracy framework.

Pupils have opportunities to acquire live experiences, such as various visits, invite guests to the classes (rector)' People who assist us' are studied at the FP and the plans contain plenty of opportunities for visitors to visit the class such as a nurse/doctor/police.

Children become aware of three different religions during their period at the school - Christianity, Hinduism and Muslim Faith.

Areas for attention

Ensure that there are appropriate resources for the different religions

Excellent		Good	√	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is the provision for collective worship?

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

A collective service is held - entire school three times a week with one celebrating success.

There is a specific time-table for collective worship - every teacher jointly holds a session of collective worship.

During collective worship, there is an opportunity to reflect on the subject. The classes are responsible for collective worship where we hold a special service e.g. St David's Day/Thanksgiving/Christmas.

Volunteers from St Tanwg Church visit as part of Open the Book scheme - fortnightly to hold collective worship, the pupils participate in this worship through acting/reading and prayer. A meditation session is held at the end of every session.

Areas to focus upon as regards quality of Collective Worship

Ensure greater contact between the school and the Church and neighbouring chapels.

Excellent

Good

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Adequate

Unsatisfactory

Signed: *A.P. Williams* (Headteacher)

Date: 28.04.14