
Rationale

Religious Education is locally controlled by a Standing Advisory Council for Religious Education (SACRE). It consists of three committees: representatives of the area's principal religious traditions, teachers representatives and LEA representatives. SACRE's principal function is to, 'advise the authority on those matters linked to religious worship at county schools and with the religious education to be given in accordance with an agreed syllabus and that the LEA refer to the council or at the council's discretion'. (1988 Education Reform Act s.11(1)(a))

Môn SACRE are of the view that this advice should be based on current information, and that hopefully the following guidance will enable the headteachers to support SACRE in their responsibilities.

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

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

ESTYN's new Inspection Framework will no longer specifically refer to Religious Education and collective worship. Môn SACRE therefore wish to utilize the procedures and practices currently used by headteachers and teachers when preparing for the new Inspection Framework. At the Môn SACRE meeting held on February 14th, 2011, it was decided that SACRE would fulfil its statutory obligations 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 the clerk of Môn SACRE during the year when ESTYN will conduct a school inspection.

<p>Contact details:</p> <p>Name (Clerk to SACRE):</p> <p>Address:</p>
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Since 2008, SACRE's throughout Wales have adopted or modified the National Model Framework for RE (APADGOS, 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across Wales as they have been able to collaborate to prepare common guidance for schools and SACRE's. Several SACRE's in Wales have adopted a similar procedure or process to that outlined in this document.

School Name :YSGOL Pont y Gof

Religious Education

Key Question 1: How good are outcomes in Religious Education?
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- Seilir yr hunan arfarniad ar arsylwadau gwersi, arfarniadau o waith disgyblion a chyfweliadau â disgyblion.
- Dylai ysgolion uwchradd gyfeirio at CA3, CA4 a CA5 (Astudiaethau Crefyddol ac Addysg Grefyddol) a chynnwys arfarniad o asesiadau athrawon ac/neu ganlyniadau arholiad.

Cyfeiriadau: 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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THE FOUNDATION PHASE

The pupils ability to discuss and recall is developing well at the beginning of the Foundation Phase and by the top of the Foundation Phase almost all can discuss and ask questions.

Almost all can discuss their feelings, their actions and opinions by the end of the Foundation Phase, and around half describe and offer simple comments on others viewpoints.
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The children's ability to use simple religious vocabulary is developed across the Foundation Phase.

KEY STAGE 2

At the lower end of Key Stage 2, most can recall, respond and communicate in simple terms some of the basic faiths, doctrines and religious practices investigated. A very few start to note similarities and differences between religions.
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At the top end of Key Stage 2, a few of the pupils can describe some faiths, doctrines and religious practices and how some of these aspects of religion impact the lives of believers. A minority of the pupils can link beliefs, doctrines and religious practices describing their impact on the lives of believers and specify similarities and differences within and across the religions.
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At the lower end of Key Stage 2, most pupils can describe their feelings, actions and views and offer simple comments on others viewpoints. Most are aware that religious symbols have meanings and they make appropriate use of simple religious vocabulary.

At the upper end of Key Stage 2, a minority of the pupils can explain how their feelings, actions and views impact their lives, and describe how other people's opinions likewise impact their lives. They make appropriate use of a range of religious vocabulary and show a basic grasp of symbolic language.

At the lower end of Key Stage 2, almost every pupil can converse in and ask questions about their personal experiences, the world around them and aspects of religion they can discuss the questions that stem from their experiences, offering their opinion.
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At the upper end of Key Stage 2, many pupils can discuss their responses and those of others to questions about life, the world around them and religion. A minority of the pupils can express and justify their ideas and opinions about fundamental questions. According to their investigations and experiences, due to the nature of the themes, around half the pupils recognize that basic religious questions are often complex and that the answers are often partial and indefinite.

Evidence contained in the pupils books and learning and teaching monitoring findings indicate that standards are good throughout the school.
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Matters for attention

FOUNDATION PHASE

- Continue to develop pupils vocabulary and ability to question, providing opportunities for them to express an opinion by the upper end of the Foundation Phase.
- Develop an understanding of the impact of religion on the lives of believers by the end of the Foundation Phase.

KEY STAGE 2

- Ensure that the tasks provided for the more able group are challenging when working through the fundamental, religious and human questions.

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

- Dylai hunan arfarniad ystyried y dangosyddion canlynol: yr amser a roddir i'r pwnc, gwybodaeth bynciol, arbenigedd a datblygiad proffesiynol yr athrawon, addasrwydd y rhaglen astudio ac amrediad yr adnoddau dysgu a ddefnyddir.
- Mae arfarniad o arsylwadau gwersi a gwaith disgyblion yn caniatáu i benaethiaid a phenaethiaid adran i ddod i farn am ansawdd yr addysgu mewn gwersi Addysg Grefyddol o fewn yr ysgol, a'r graddau y mae disgyblion yn cael eu cymell a'u hannog i gyrraedd safonau uchel.
- Dylai ysgolion cynradd gyfeirio at y ddarpariaeth 'Pobl, Credoau a Chwestiynau' ar gyfer dysgwyr y Cyfnod Sylfaen yn ogystal ag Addysg Grefyddol yn CA2.
- Dylai ysgolion uwchradd gyfeirio at CA3, CA4 a CA5 (Astudiaethau Crefyddol ac Addysg Grefyddol).

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

The Teaching: planning and range of strategies**THE FOUNDATION PHASE**

- Foundation Phase teachers are familiar with the national model framework for presenting Religious Education. They have identified the specific skills related to people, beliefs and questions through the fields of Global Knowledge and Understanding and Personal and Social development Well-being and Cultural Diversity.
- Foundation Phase plans based on the above awareness have incorporated people, beliefs and questions within these two fields and across the other learning fields.
- The activities are carefully planned across the Foundation phase and show progression from one class to another as a consequence of joint planning and joint discussion.
- A broad range of experiences are provided to give the pupils every opportunity to progress in knowledge and understanding and discussion and reasoning skills in the field.
- Story-telling resources, information books, large books, artefacts, ITC resources, school visits/visitors all create an interest and enrich provision in the field.
- There is good provision of Religious aspects at the Foundation Phase.

KEY STAGE 2

- A session of at least an hour is provided for RE across Key Stage 2. The field is taught by a PPA teacher from year 3 to 6.
- Plans are detailed and ensure progression and development, focussing on fundamental questions has ensured depth and development of pupils investigative skills.
- Opportunities are taken to take the children out on visits to houses of worship and invite visitors to discuss RE matters with the children.
- Quality of teaching and provision at Key Stage 2 is good.

Matters for attention**THE FOUNDATION PHASE**

- Continue to offer a broad range of engaging and valuable experiences within the schemes.
- Teachers to continue to jointly discuss and be aware of new resources available e.g in ITC
- Continue to encourage the children to develop thinking skills.

KEY STAGE 2

- Continue to develop challenging and extended tasks for the more able pupils in every class.
- Continue to set SC and provide an opportunity for the children to reflect on the learning.

Excellent

Good

✓

Adequate

Unsatisfactory

Collective Worship

Pa mor dda yw'r ddarpariaeth ar gyfer addoli ar y cyd?		
Ydy'r addoli ar y cyd yn cydymffurfio â'r gofynion statudol?	Ydy ✓	Nac ydy
Cyfeiriadau: 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)		
<p>Good features of quality of Collective Worship</p> <p>Collective Worship is provided that follows the common tradition of the Christian faith daily at the school. The Collective Worship is jointly held at a class, stage and school level. Parents are entitled to withdraw their children from the worship and their background is taken into account when making provision for the worship. Moral, spiritual and faith aspects are explored whilst nurturing a community spirit and promoting ethos and values. The pupils have an opportunity to participate in one or several of the following during the Worship:</p> <ul style="list-style-type: none"> • Meditation that includes listening, observing or reflecting on stimulus, presentation or conversation by a staff member or guest speaker. • Prayer • Singing • Reading <p>On the whole, Collective Worship makes a significant contribution towards the children's spiritual, moral, social and cultural development. Opportunities are taken to develop aspects of PSE, Global Citizenship and the Cwricwlwm Cymreig as part of the Worship. Creating an ethos that differs from the school's everyday ethos occurs in a majority of sessions.</p> <p>Overall provision is good.</p>		
<p>Matters for attention as regards quality of Collective Worship.</p> <ul style="list-style-type: none"> • Follow the good practices in every service. • Ensure that A on the C class/department (FP) complies with regulations and requirements • Further develop the ethos of the worship so that it reflects something that is separate from the school's usual activities at all times. • Ensure that responsibilities are shared and that the entire staff understand their responsibilities as regards A on the C 		
Excellent	✓	Good
Adequate		Unsatisfactory

Signed: *Euros Davies* (Headteacher)

Date: 23-05-14