

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: Ysgol Bethel

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 with pupils.

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

Standards in Religious Education – progress in learning

- Standards in Religious Education are good overall throughout the school.
- There is a very happy respectful school environment, that contributes towards the pupils enjoyment at the school. By drawing up their rules to ensure that the school is a happy and safe place for everybody, the pupils display a very firm grasp of social expectations.
- The pupils show very positive attitudes towards the subject; almost every pupil shows a high level of interest in the activities. They do their work conscientiously, showing an interest in almost every instance and by the end of KS2, can fulfil quite sophisticated tasks quite effectively and independently *e.g. TASC activities*
- Almost every pupil is very eager to assist with school events at every level and enjoy doing so, fulfilling their tasks conscientiously and effectively. The school nurtures this attitude from the outset. The older pupils think of ways to raise money for the school or charities and frequently organize activities, *e.g. Children In Need, Sport Relief, Comic Relief* and are always eager to have a fund-raising stall during school fairs.
- All the children possess very robust values, such as respect, care and concern for others. They are friendly towards each other in formal and informal situations and their natural care for one another and for ALN pupils is commendable. The pupils get on very well with the teachers and other staff members. School visitors and strangers who come into contact with the school on educational visits, frequently state that pupils display excellent behaviour and attitudes. All of this creates a friendly and homely school environment. Instances of pupils who have behavioural problems are very rare.
- The children’s books and the Foundation Phase and KS2 portfolio indicate that most of the pupils have opportunities to develop their oracy, reading and writing skills within the subject.
- The children’s books show that ITC skills are developed within the subject (*e.g. Power Point presentations, word processing work on Word/Publisher; use of flip camera and camera for taking photos*)

Foundation Phase

- At the Foundation Phase, every pupil has an opportunity to visit places of worship and are able to discuss what occurs there, *e.g. reflection, worship, celebration.*
- Through regularly visiting the local chapel, almost all of the Foundation Phase pupils show a natural enthusiasm in their speaking ability, knowledge of and enquiring about the work done by local religious leaders. Almost all of them participate with curiosity at several role play activities *e.g. marriage and baptism in the chapel.*
- Every child at the Foundation Phase show an interest in their heritage and traditions, their families, other people and the wonders of the world and consequently, almost every pupil make very good progress in their spiritual, moral and cultural development.
- Most Foundation Phase pupils recognize the Bible as a Holy Book and know stories about Jesus Christ. The children’s books and the portfolio indicate that most of the Foundation Phase pupils are aware of some stories from the other world religions and the practices, celebrations and rituals associated with them, *e.g. Rama and Sita and the Divali Festival.*
- Most of the pupils at the Foundation Phase are familiar with religious practices and rules and their impact on people’s lives and show concern for others *e.g. role play activities.* In addition, almost every pupil at the Foundation Phase are able to convey their personal feelings and views and identify how their actions can impact others
- Through practical activities, most pupils at the Foundation Phase are familiar with stories about the world and people’s reliance on it and are aware of the importance of looking after the world.

Key Stage 2

- Through visits to places of worship, many pupils at KS2 recognize the main features and objects in houses of worship and are thus able to talk about the use made of them.
- Through studying religious artefacts and visiting places of worship in their neighbourhood, most KS2 pupils can describe and explain features of houses of worship and their pattern of worship.

- The subject portfolio indicates that many KS2 pupils can describe the features of religious celebrations and rituals and the religious stories associated with them and can understand their background and significance.
- There is close contact with local religious leaders, that enables most of the pupils to be familiar with their work.
- Through stories, most of the children can identify the role of some of Christ's followers.
- Very many KS2 pupils are aware of the work done by a local religious leader, stories from holy books and stories about the life of Jesus and this enables them to recognize the importance of religion in people's lives and develop tolerance and respect.
- Most KS2 pupils are aware of the principal rules of Christianity and their impact on the life of a Christian; this will assist to nurture responsible attitudes in a local and global community.
- Through studying different stories about the creation of the world, many KS2 pupils can develop their thinking skills through linking a religious story with the notion of the world as a creation and the obligation to respect it (*e.g. through a TASC activity presenting ideas about the creation of the world*).
- Through class activities and presentations in classroom and school services, most of the pupils can describe how believers show concern for others and familiarity with the notion of belonging to a global family. .
- Scheduling Circle Time lessons in the classes provides opportunities to reflect upon their lives and beliefs and those of others, their environment and the human condition.

Areas for development

Foundation Phase

- Develop knowledge of stories about the world and people's reliance on the Earth and awareness of the significance of natural elements for religion.
- Develop every pupil's ability to evaluate and respond to religion and life experiences.
- Develop an ability to raise spiritual/religious questions and discuss them.
- Ensure that pupils in every class are well-informed about a wide range of stories about Jesus Christ.

KS2

- Enhance every pupil's knowledge about the origins of holy books.
- Enhance pupils awareness of answers to life's fundamental questions and that certain experiences lead to questions and answers.
- Develop a knowledge of the importance of places of pilgrimage.
- Develop a knowledge of and a wider range of religious founders beyond their immediate vicinity.
- Develop pupils ability to come up with their own ideas and beliefs about life and religion and present these personal responses in various ways.
- Develop pupils ability to search for meaning and purpose through expanding the provision that provides opportunities to respond to religion and life's experiences.

Excellent		Good	√	Satisfactory		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?					
References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus					
Teaching : planning and range of strategies					
<ul style="list-style-type: none"> ▪ The RE provision is good overall across the school and this is confirmed by lesson monitoring reports and pupils books. ▪ Subject portfolio (KS2) and Foundation Phase portfolio indicate a broad and diverse range of children's activities/work in the field. ▪ Examples of children's work are moderated at whole school staff meetings and this contributes towards a good grasp of the field's requirements. ▪ Teachers plan appropriately for the subject each term and the subject is taught thematically within the class theme. The school's two year plan indicate that the requirements of the range covered by the subject are fully met. ▪ A recent report by Estyn (January 2013) on Ysgol Bethel indicates that the teaching is good and that this contributes towards achieving high standards in Religious Education. ▪ Skills development is well focussed upon, including thinking skills when studying the subject and this provides pupils with a firm foundation to effectively deal with issues in their everyday lives. ▪ The diverse social/extra-curricular experiences and activities provided for pupils makes a very effective contribution towards pupils moral and spiritual development. ▪ Opportunities are provided to study other religions in every class. This leads to a good grasp of different life-styles and respect towards differences. 					
Areas for development					
<ul style="list-style-type: none"> ▪ Reconcile pupils participation when planning across KS2. A common strategy has been agreed upon for September 2013. ▪ Provide training for the co-ordinator to further develop the subject. ▪ Further develop the investigative element in RE. ▪ At the Foundation Phase, it is imperative to develop the provision to further focus on evaluating and responding to religion and to life experiences through asking spiritual/religious questions and discuss them. ▪ Provide children with opportunities to reflect on their personal perspectives on life KS2 					
Excellent		Good	√	Satisfactory	Unsatisfactory

Collective Worship

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

Does collective worship comply with 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 of quality of Collective Worship

- Collective worship at this school is very good and there is a special ethos that creates a spiritual environment.
- Ysgol Bethel fully complies with the legal requirements for collective worship through providing daily collective worship for every registered pupil and by following the Christian pattern of worship.
- Collective worship at the school are recommendations contained in "*Supplementary guidance on Inspection of Collective Worship at non-denominational schools*" (reflection, prayer, song and reading))
- A *Polcy on Morning Services* is implemented at the school. The policy contains firm guidelines on collective worship at the school and the school closely complies with these requirements so as to ensure continuity in spiritual, moral, social and cultural development.
- Services contribute towards and enrich the school's provision for pupils health and well-being, that is already a strength at the school.
- There is very good provision for pupils spiritual development. There is a supportive ethos to the services, with the children making an effective contribution through holding weekly class services in front of the whole school.
- Morality is dealt with in a manner that the children find relevant.
- Local religious leaders regularly lead services and the effective collaboration with the minister and local chapels youth workers (Efe Scheme) has led to the pupils having a very good grasp of Christian practices and stories.
- Pupils have various opportunities to reflect, ask questions and wonder in awe and gain a better personal understanding and of others and they show great maturity in being able to empathise with others.
- Parents, Governors and members of the local community are regularly involved in our services.

Areas to develop as regards quality of Collective Worship

- Provide opportunities for pupils to experience "thought for the day" within school services.

Excellent

Good

✓

Satisfactory

Unsatisfactory

Signed: *Nia Guillemin* (Headteacher) Date: 20.04.13