

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.

Contact details: (kenrobinson@gwynedd.gov.uk) 01286 679888

Name (SACRE Clerk): Ken Robinson.

Address: Arfon Area Education Office, Cyngor Gwynedd, Caernarfon, Gwynedd, LL55 1SH.

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.

Key Question 1: How good are outcomes in RE?

- 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: Fframwaith Arolygu ESTYN Adran 1 a'r Maes Llafur Cytûn Lleol

Standards in Religious Education – progress in learning**KS3**

This year, standards at KS3 are again **good** with 93.3% achieving Level 5+ that compares **favourably** with percentages for the county and Cynnal, and 50.0% achieve level 6+. The percentage at Level 7+ is consistent with last year (12.2% and 11.9%) despite being slightly below the other humanities subjects. A target of 92.5% was set for 2012 and 93.4% was achieved exceeding the target of 0.9%. There is a gap of 11.3% between the boys and girls achieving Level 5+, and although the department is working to bridge the gap, this percentage is lower than the pattern for the county and Cynnal.

KS4

In 2012, the percentage of A*-A in the department of 25.00% **exceeds** the county and national percentages. In 2012, **10** out of the 16 pupils achieved grade C or above giving a percentage of 62.5%. This group should be considered as being weaker than usual but the residuals were positive. In 2012, the percentage of the department's A*-G stood at 100% and has been so since 1996. In 2010, the percentage of A*-A in the department was 50.0%, the A*-C percentage was 87.5% and the A*-G percentage was 100%. In 2011, the percentage of the department's A*-A was 47.4%, the percentage of the A*-C was 84.2% and the percentage A*-G was 100%. Therefore over a rolling period of three years (2010 - 2012), the department's A*-A percentage of 40.8% **substantially exceeded** the county and national percentages whilst the percentage A*-C of 78.1% and A*-G of 100% **exceeded** the county and national percentages. In 2012, the majority of the pupils (75.00%) have met or improved upon their target grade. The percentage of boys/girls over a rolling period can be misleading as 36 girls have studied the subject compared to 7 boys. The percentage of girls achieving A*-A over the rolling period, exceeds at 42.9% compared to the boys that stands at 16.7%. However, the percentage of girls achieving A*-C at 82.5% and the boys at 75.0% is much closer whilst the A* - G results is equal at 100% each. Currently, having sat an examination on the first unit, the percentage of current pupils achieving A*-A stands at 63.6%, the percentage achieving A*-C is 90.9% and the percentage achieving A*-G is 100%. The projections for 2013 seem very favourable.

KS5

UG – This year, the department's percentage A of 33.3% **substantially exceeds** the county and national percentages. In the 2012 summer examinations, 3 out of the 9 pupils achieved grade A. During the rolling phase, the percentage achieving grade A in the department namely 28.1% **substantially exceeds** the county and national percentages whilst the A-E cohort of 85.2% **outperforms** the county percentage but is slightly below the national percentage. Over the rolling phase, it can be stated that the comparison between the boys and girls is misleading as 16 girls have studied the subject whilst 7 boys have studied the subject in 2010 and 2011. Consequently, it is observed that the percentage of boys achieving grade A namely 35.0% **exceeds** the A percentage of the girls that is 22.2%. This also applies to the A-E percentages where the boys **excel** with a percentage of 90.0% in comparison with the girls with 88.9%. (P.S. The boys achieved 100% after a pupil who failed in summer 2011 passed after re-sitting a unit in January 2012). Due to the small class size as well as the personal circumstances of certain individuals, the percentages can be misleading. It should be borne in mind that the pupils have done better or as well (76.5%) in the subject compared to their other subjects. The results analysis at an individual pupils level are contained in the full KS5 evaluation. Following examinations held in January 2013;-

- It is observed that the total and percentage marks in one unit have risen from 55% to 60.5%
- Some pupils have improved upon their marks/grades.

- The percentage achieving A/C has increased from 55.6% to 60.5% and A/E from 66.7% to 77.8%.

LEVEL A

This year, percentage A of the section of 14.3% and percentage A-E of 85.7% is **below** the county and national percentages. In the summer examinations 2012, 6 out of the 7 pupils achieved grade E or above but unfortunately, there was failure in the subject for the first time since 2003. (P.S. Regarding the pupil who failed, it is fair to emphasise that she had not followed the subject at GCSE. In addition, she started year 12 having gained one B Grade and two C Grades out of all the GCSE subjects sat. I was asked to give her an opportunity to follow a UG course in the subject, in which she obtained grade E. Having refused all advice, she opted to carry on with the A Level course which unfortunately she failed when she achieved an average of 38.5%. She required 40% to pass). The grades A and A-E achieved by the boys outperformed the girls. None of the girls achieved grade A whilst the percentage of boys achieving grade A was 25%. Also, as a girl had failed, the percentage of boys achieving A-E was 100% compared to the percentage of girls of 66.7%. Over a rolling period of three years, percentage A of the boys is 25% and the percentage achieving A-E is 100%. In comparison, percentage of girls achieving an A grade is 16.7% and the percentage achieving A - E is 88.9%. Over a rolling cycle of three years, percentage of the section achieving A standing at 21.4% is very close to the county percentage of 21.6% and the national percentage of 22.0% whilst the percentage achieving A-E standing at 95.2% **outperforms** the county percentage of 86.5% and the national percentage of 91.3%. It should also be borne in mind that the pupils have done as good or better (83.3%) in the subject in comparison with their other subjects. The results analysis at an individual pupils level is contained in the full KS5 evaluation.

Matters for attention

At KS3, action is required in compliance with WJEC recommendations regarding the assessment process at KS3. In addition, the department will aim to achieve progress at level 7 as well as bridge the gap between boys and girls.

At KS4, the department aims to get more pupils to achieve grade A*-A as well as raise the percentage achieving A*-C.

At KS5, the department aims to increase the percentage achieving A-E in the UG examination back to the level of the two previous years as well as once again achieve a 100% pass rate in the A-Level examination.

Excellent		Good	X	Adequate		Unsatisfactory	
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Key Question 2: How good is the provision in RE?

- ESTYN Report November 2012 states that Ysgol Brynrefail "meets all the statutory requirements" as regards statutory Religious Education. There are two specialist RE teachers at the school and a team of teachers who provide aspects of the field through various opportunities (see the appendix).
- See below a summary of our findings as regards monitoring teaching:-

OPINION: GOOD

Lessons are effectively planned by the department and the members possess a good and up to date subject based information. A wide range of teaching methods is employed, including use of projector when required. The department possesses good subject-based information and are familiar with recent developments in their field. The department gives due attention to development of Communication and Thinking skills in lessons and this is done quite effectively. The department provides a good variety of activities in lessons including whole class discussions, group discussions and in pairs, reading, sorting cards, writing frameworks as well as focus on visual and aural learning methods. The department presents differentiated work and differentiates through result in lessons. Bilingual learning is promoted in the department. The department places considerable emphasis on promoting equal opportunity; matters are dealt with that relate to sexual, racial equality and in terms of disability using a pro-active and innovative approach. The department's detailed schemes of work that has clear learning aims leads to effective teaching and learning and consistency throughout the department. Every member of the department has high expectations of pupils as regards standard of work and behaviour. Behaviour during lessons is effectively controlled. The department establishes a very good supportive working relationship with the pupils, and this promotes the learning. The safe learning classroom environment promotes effective learning and pupils enjoyment of learning.

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

Teaching: planning and range of strategies (see above)

Matters for attention

More challenging activities require development at KS3 to ensure excellence.

Opportunities require targeting to extend the most able and provide the weaker pupils with more guidance in the extended tasks.

Identify opportunities in the Scheme of Work to set specific homework to ensure consistency.

Excellent		Good	x	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 statutory requirements?

Yes

No

References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship in non-denominational schools' (ESTYN, September 2010) , 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

Quotation from ESTYN report November 2012; -

RE lessons and morning registration sessions effectively contribute towards the pupils spiritual, moral, social and cultural development an emphasis is placed on treating every pupil as an individual, respecting his background and beliefs".

The practice whereby different pupils make a daily contribution from the stage during morning services is adjudged a positive aspect.

See the appendix below that summarizes various contributions towards RE within the school.

Matters for attention as regards quality of Collective Worship

Check and ensure consistency in the services held in the classes.

Excellent

Good

X

Adequate

Unsatisfactory

Signed:

(Headteacher)

Date:

Appendix – Experiences / opportunities that enrich RE at the school:-

Ysgol Brynrefail

Religious Education – KS4/ KS5 Statutory Requirements

The curriculum at Ysgol Brynrefail includes provision for religious education. It promotes pupils spiritual, moral, cultural, mental and physical development at the school and within the community. This will equip pupils for opportunities, responsibilities and life experiences in adulthood.

Key Stage 4

Here is a summary of how the school implements this; -

1. Service / daily meditation in the hall or in a classroom including meditation and prayer

2. BAC / Various subject-based lessons:

- A specific module dealing with 'Life, Death and Life after Death' considering the various faiths of the world's six major religions.
- Emotional health and well-being and discuss 'Abortion' (Hafan Cymru)
- Global Cultures – What affects people and their life-styles in the past, present and future
- Compare the culture of Wales with other world cultures
- Module on Sustainable Life-style
- Democracy and the voice of the individual, accountability within democracy at various layers
- Making political decisions
- Religion – deterioration of religion within the local community when considering various cultures and their influences
- Recent Catastrophes caused by Nature throughout the world.
- War and Peace – war/reconciliation poems.
- The rights of the individual, consider others feelings and viewpoints
- Personal health and fitness – self-esteem
- Relationships and Sexual Health

3. Enriching activities:

- Operation Christmas Child Campaign
- Fair Trade Day – empathy towards the situation of others in poor countries and how to make a difference
- Community participation – every KS4 pupil volunteers 15 hours to assist others in the local community
- Drama 'Hawl' performed by Cwmni'r Fran Wen, and follow-up workshops

Key Stage 5

1. Daily Service/Meditation in the hall or in a classroom including meditation and prayer

2. Coe of the BAC

- One module specifically looks at cultural differences and aspects of sexuality, focussing on extracts from the Bible and drawing a comparison with other religions such as Judaism, Islam, Christianity, Humanism, Hinduism, Buddhism and Sikhism.
- Is sexuality discretionary or genetic? Group discussion following investigative work
- Unit of work looks at effect of bullying and prepares and leads anti-bullying activities with year 7 pupils, focussing on positive relationships and respecting others.
- Lead and co-ordinate the school's Operation Christmas Child campaign. This involves making arrangements for a guest speaker, looking into the charity's work, presenting this to others, encouraging and motivating school pupils and staff to participate in the campaign. Last year, the charity noted that Ysgol Brynrefail collected the most boxes in North Wales.
- Rights of the individual and the merits of democracy. Observe democracy in action in the House of Commons and the Assembly. Visits from well-known politicians. Mock referendum and mock election shows democracy in action.
 - Appreciate a multi-cultural society
 - Appreciate the historical culture of Wales
 - Consider various local and global cultures (IT Skills)
 - Compare the culture of the locality (investigate and make a presentation) with Cardiff urban area through video conferencing
 - Module on Sustainable Living
 - Investigate conflict between countries, the countries background, economy, culture, language, the problems, humanitarian organizations at work in countries.
 - A guest speaker from Christian Aid visits to give a presentation on the organization's work globally.

3. Enriching Activities:

- Christmas Service – at Llanberis Church. Hold a religious service with most of the Sixth Form contributing in various ways.
- Parti Pendalar - organize and hold a Christmas Party for Special Education School pupils, including fund raising to purchase quality gifts for each individual. Prepare a buffet, high standard entertainment for the pupils and nurture a healthy, positive and supportive relationship.
- Community participation – every KS5 pupil volunteers 30 hours to assist others in the local community
- School Eisteddfod – promote culture and interaction between pupils of all age-groups, ability and background bringing the best out of everybody. Sixth form pupils organize, direct, support and lead all the activities throughout the day and evening session. Excellent induction activity.
- Various committees – organize and hold various activities e.g. Children in Need day, Fair Trade, Collaborate with Primary Schools in the catchment-area, After School Club.
- Fund raising towards various charities e.g. WaterAid, Comic Relief, Sport Relief, Marie Curie, Red Poppy
- Sixth Form Discussion Group – dinner time 2011-2012 – Rev John Pritchard and Andrew Settatre

