

Rhesymeg

Rheolir Addysg Grefyddol yn lleol gan Gyngor Ymgynghorol Sefydlog ar gyfer Addysg Grefyddol (CYSAG). Mae'n cynnwys tri phwyllgor: cynrychiolwyr prif draddodiadau crefyddol yr ardal, cynrychiolwyr athrawon a chynrychiolwyr yr awdurdod lleol. Prif swyddogaeth CYSAG yw, 'cynghori'r awdurdod ar y cyfryw faterion sy'n gysylltiedig ag addoli crefyddol mewn ysgolion sirol ac â'r addysg grefyddol sydd i'w rhoi yn unol â maes llafur cytûn ag y bydd yr awdurdod yn eu cyfeirio at y cyngor neu ag y gwêl y cyngor yn dda'. (Deddf Diwygio Addysg 1988 a.11(1)(a))

Cred CYSAG Gwynedd y dylai'r cyngor hwn fod yn seiliedig ar wybodaeth gyfredol gan obeithio y bydd y canllawiau sy'n dilyn yn galluogi penaethiaid i gefnogi CYSAG yn ei dyletswyddau.

Yn y gorffennol, mae CYSAG Gwynedd wedi monitro addysg grefyddol ac addoli ar y cyd trwy:

- adolygu adroddiadau arolygu ESTYN;
- dadansoddi asesiadau athrawon a chanlyniadau arholiadau ysgolion uwchradd yr Awdurdod Lleol;
- cael adroddiadau rheolaidd gan gynrychiolwyr y gwasanaeth ysgolion/ymgynghorol lleol;
- gwahodd athrawon a phenaethiaid i rannu enghreifftiau o arferion da gydag aelodau CYSAG.

Ni fydd Fframwaith Arolygu newydd ESTYN bellach yn cyfeirio'n benodol at Addysg Grefyddol ac addoli ar y cyd. Mae CYSAG Gwynedd felly yn awyddus i fanteisio ar y cyfundrefnau a'r arferion a ddefnyddir ar hyn o bryd gan benaethiaid ac athrawon wrth iddynt baratoi at y Fframwaith Arolygu newydd. Yng nghyfarfod CYSAG Gwynedd ar 13 Hydref 2010, penderfynwyd y byddai CYSAG yn cyflawni ei chyfrifoldebau statudol trwy wahodd ysgolion i rannu eu hunan arfarniad o Addysg Grefyddol, addoli ar y cyd a datblygiad ysbrydol a moesol disgyblion gyda'r aelodau.

Gofynnir yn garedig i ysgolion cynradd ac uwchradd gyflwyno crynodeb o hunan arfarniad yr ysgol i sylw clerc CYSAG Gwynedd yn ystod y flwyddyn pan fydd ESTYN yn arolygu'r ysgol.

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Enw (Clerc CYSAG): John Blake (dros-dro)

Cyfeiriad: Swyddfa Addysg Ardal Arfon, Cyngor Gwynedd, Caernarfon, Gwynedd, LL55 1SH.

Ers 2008, mae CYSAGau ar draws Cymru wedi mabwysiadu neu addasu'r Fframwaith Enghreifftiol Cenedlaethol ar gyfer Addysg Grefyddol (APADGOS, 2008) fel eu maes llafur cytûn lleol. Mae aelodau'r Panel Ymgynghorol Cenedlaethol Addysg Grefyddol wedi croesawu'r cysondeb hwn ar draws Cymru gan eu bod wedi gallu cydweithio i baratoi canllawiau cyffredin i ysgolion a ChYSAGau. Mae amryw o GYSAGau yng Nghymru wedi mabwysiadu cyfundrefn neu broses debyg i'r un a amlinellir yn y ddogfen hon.

Name of School: Edern (2046)

Religious Education

Key Question 1: How good are outcomes in Religious Education?
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- According to the Religious Education lesson observation and scrutiny of thematic books the standards are good.
- According to pupils' questionnaire they enjoy the lessons and collective worship.
- Aspects of the literacy framework are presented through Religious Education, having scrutinised the books this work is at an appropriate level for the children's age.
- Long and medium term detailed plan in place that ensure a balanced and wide curriculum.
- By asking questions, nearly every pupil's knowledge of religion is very good e.g. knowledge of holy books.
- The older pupils use their knowledge to plan and script their own services.
- There is a good link between the school and charities such as Christian Aid, Fair Trade, Action Aid.
- The school council holds activities to draw attention and to raise money.
- From the children and parents questionnaire values such as respect, tolerance and thanks are important aspects of the school's life.

References ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education
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Standards in Religious Education – progress in learning
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- The school's standards are good.
- The majority of the children have a thorough knowledge of aspects of the field including information about other religions.
- By assessing and using the tracking system it can be seen that nearly every child makes progress from year to year.
- The standard of the planned assembly services presented by the children are good.

Areas for Development

- Continue to present assessment aspects for learning in the lessons.

Excellent		Good	X	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?
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- The provision for Religious Education is good.
- The school has a teacher in charge of the field, however it is presented by the senior teaching assistant throughout the school.
- The senior teaching assistant's knowledge of the subject is very good.
- Every class has a weekly Religious Education lesson that is age appropriate. This entails that at least 1 hour a week is given to this area.
- During observations it was seen that the activities are interesting and challenging and had been planned carefully, the school has a good range of recent and relevant resources.
- Lessons in FP are interweaved with cross-curricular activities with an element of choice for the children.
- Lessons in FP and KS2 include a great deal of opportunities to develop the literacy framework skills.
- The teacher in charge of this field has observed the lessons given by the classroom assistant and the view was that they were good.
- The designated Religious Education governor has observed the lessons, created a report and submitted this report to the remainder of the school governors. There was praise to what was observed.
- The school tracks the progress of all the children on an electronic system, Religious Education will be formally assessed once a year or when a specific aspect has been submitted. This data will be analysed and discussed at the end of the year to ensure that aspects requiring attention are highlighted.
- Educational trips add to the children's understanding - visits such as to the Bangor Mosque and Ffestiniog Orthodox Church and going on pilgrimage to Clynog Fawr and Aberdaron.
- Several aspects of Christian ceremonies have become alive by staging a wedding and christening in the local church. A full report on the christening can be seen at website www.addysg-grefyddol-gymraeg.org

References ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education							
The teaching: planning and range of strategies							
<ul style="list-style-type: none"> The planning for Religious Education is very thorough, long and medium term plans are in place. A range of strategies are presented from language work, drama, art etc., A series of visits are planned to religious places that underpin several themes. Aspects of Assessing Learning in the lessons are used e.g. use of criteria for success, self-evaluation and evaluation of peers. 							
Areas for Development							
<ul style="list-style-type: none"> Ensure the finance and current expertise are in place in order to continue? Good provision here, needs to be retained. Continue to present aspects of Assessing in Learning in the lessons in accordance with the School's Development Plan. 							
Excellent		Good	X	Adequate		Unsatisfactory	
Collective Worship							

Key Question 2: How good is provision for collective worship?							
Does collective worship meet the statutory requirements?				Yes	X	No	
References ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspecting Collective Worship in non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94).							
Good features in relation to the quality of Collective Worship							
<ul style="list-style-type: none"> The children attain good standards in their spiritual, moral, social and cultural development. There is a special feel to the collective worship meetings and the children contribute effectively. There is a close link between us and the local church and chapel and various religious leaders attend the school for joint worship. Collective worship takes place daily at the school (class or hall). The school invites external visitors to the school regularly eg Trobwynt, local vicar and all the children enjoy hearing new voices. The school hold occasional services for parents and residents in the area eg Thanksgiving, Christmas. The pupils have evaluated collective worship within the school and the school has responded to this. World news is discussed regularly, this reminds the children of their responsibility as part of the worldwide family and to develop the idea of concern and interests in events beyond their own area. The designated Religious Education Governor has observed services and presented a report to the remainder of the body. Very positive comments were given regarding the school's procedure, the contents and attitude of the pupils. 							
Areas for development in relation to the quality of Collective Worship							
<ul style="list-style-type: none"> Following the evaluation by the children, the older pupils want more of a part in the assembly services (this has commenced in Easter 2014). Many of the children (30%) thought that the collective assemblies were too long – this has been adapted since Easter 2014 Create exhibitions of celebration and success in the hall. 							
Excellent		Good	X	Adequate		Unsatisfactory	

Signed: G L Evans (Head teacher)

Date: 2/10/14