

<b>Religious Education</b>
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**Key Question 1: How good are outcomes in Religious Education?**

- The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.
- 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; Welsh Government Guidance: People, Questions and Faiths (2013), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

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

During this term, work was done in KS2 on the big question 'Is there peace?' Almost all the pupils were very enthusiastic, full of ideas and views, especially year 6 pupils. Very mature Group discussions were held, with almost all the pupils confidently presenting their ideas in front of the rest of the class. Various places that attract Christian pilgrims were discussed - most of the pupils could provide reasons for going on a pilgrimage. An @ebol pack was used to present the work with a presentation on Bardsey Island and Cowbois Rhos Botwnnog. A trip to Glan-Ilyn was arranged as part of the theme, so that the pupils could write about their particular trip. The focus was on the purpose of the visit, their feelings during preparation, and during the trip, and what they learnt from the experience. It was felt that some Y4 pupils lacked confidence when discussing their feelings, but that most of the pupils were very confident.

The main focus of Y2 and 3 during the term was responsibilities and our duty to look after one another, when discussing the big question 'what should the world be like?' A great deal of information was gathered about Martin Luther King, and his dream of having an unprejudiced world. Work of a high standard was observed as the pupils drew posters 'what kind of world is the ideal world'. Most of the pupils had firm ideas and opinion about what to include. This was apparent as they organized all the statements in order of importance.

It was felt that the big question set for the pupils at the start of term had spurred much discussion amongst the pupils and that most of them had made good progress during the term.

The Foundation Phase class discussed the story of Easter, through reading the Bible story, acting out various scenes and creating scenes using appropriate models. Simple personal books on the Easter story were prepared, with the emphasis on new life. The pupils were taken to Coleg y Bala for the day to enhance their experiences of the Easter story. The story was presented in a play and simple stories - this certainly enhanced their understanding of the story, as they were more ready to answer questions and express an opinion.

**Standards of literacy, numeracy, ITC and thinking skills**

Using this big question for cross-curricular planning has certainly led to introducing RE more creatively, and consequently, literacy, numeracy and ITC work integrates more naturally with the work. There is currently more evidence of literacy work in RE rather than numeracy and ITC.

**Matters to focus upon**

Give the pupils more time to discuss and express a view to reinforce their understanding and develop confidence when dealing with religious questions – at the FP and KS2.

Develop more numeracy and ITC within Religious Education.

<b>Excellent</b>		<b>Good</b>	*	<b>Adequate</b>		<b>Unsatisfactory</b>	
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**Key Question 2: How good is the provision in Religious Education?**

- The following indicators should be considered during self-evaluation: the time allocated to the subject, subject-based knowledge, specialization and teachers professional development, suitability of the programme of study and range of teaching resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form an opinion on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the provision 'People, Faiths and Questions' for Foundation Phase learners as well as RE at KS2.
- 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, Welsh Government Guidance: People, Questions and Faiths (2013), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

**Teaching in religious education: planning and range of strategies**

At Key Stage 2, there is weekly focus on RE as part of the termly theme. Most of the activities will be cross-curricular to integrate literacy and numeracy into all the fields. There is much focus on thinking and assessment for learning strategies when teaching RE. The pupils prepared GED grids to encourage previous knowledge, create thinking maps, diamond list and set success criteria to assess their work.

There is much focus on the skills developed within RE work, such as dealing with the Fundamental Questions. We have invested in a series of books that focus on the Fundamental Questions, and the schemes of work are based on these, seeking to ensure that the work is more investigative.

At the Foundation Phase, the pupils have received opportunities to explore their experiences, questions and priorities, and other people's. Huge emphasis has been placed, and considerable work on responsible behaviour towards our friends, ourselves and other living things. We strive to use an open approach that encourages the pupils to participate and ask questions. The pupils confidence and ability to ask questions has consequently hugely developed. Much of the work will be presented during circle time.

**Skills Provision: literacy, numeracy, ITC and thinking**

Since September, our planning methods have been amended so that Literacy and Numeracy Framework strands integrate throughout all fields. Consequently, most of the work is cross-curricular, and all the subjects integrate.

**Matters to focus upon**

Maintain differentiation planning to ensure that the work sets an appropriate level of challenge for every pupil.

Excellent		Good	*	Adequate		Unsatisfactory	
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**Collective Worship**

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

<b>Does the collective worship comply with statutory requirements?</b>	<b>Yes</b>	<b>No</b>
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**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), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).

**Good aspects of quality of Collective Worship**

Daily periods of collective worship, and opportunities to learn about the faiths of people from various cultures, successfully promote pupils spiritual and moral development.

Through the school council, pupils have set responsibilities and an influential voice in what goes on in the school community.

During a recent self-appraisal of our services, the School Council noted that the services went on too long, and that singing one hymn rather than two would shorten the services. It was also suggested that some of the pupils be given opportunities to act out some stories in the service to make the services more engaging for the infants.

Practices such as holding a Thanksgiving Service in church and using the talents of the local area, has a positive impact on the development of pupils social skills and strengthens their engagement with their community.

**Matters to focus on as regards quality of Collective Worship**

Commence a classroom service with a prayer to create an ethos, and begin the worship on a firm footing.

Clearly differentiate between what is worship and what is a whole school meeting to hear the day's announcements – e.g. blow out the candle.

Excellent		Good	*	Adequate		Unsatisfactory	
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Signed: *Bethan Emyr Jones*

Headteacher

Date: 19.5.17