

School Name: **Llanystumdwy**

### **Religious Education**

#### **Key Question 1: How good are outcomes in Religious Education?**

- Self-evaluation is based on lesson observations, evaluations of pupils work 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.

**References :** ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus in Religious Education

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

The older pupils respond very maturely to concepts such as tolerance, justice and fairness. The pupils have made generous contributions to charities such as Operation Christmas Child, Comic Relief, Children In Need and the Red Cross (when the Japanese Tsunami struck).

The children are friendly towards each other in both formal and informal situations. They get on very well with the teachers and other staff members.

In their lessons, and in the sessions of worship, they display very high standards as regards their spiritual and moral awareness. They make effective and appropriate contributions, showing mutual respect and respect towards others. They have a good appreciation of the faiths of others as well as Christianity.

The school succeeds in preparing pupils who are good achievers and this is displayed in their behaviour and courtesy. They also understand their responsibilities as global citizens.

Christian values are prominent in school life, and parents positive replies to questionnaires show that they share the same opinion.

#### **Areas for Development:**

Continue to develop pupils awareness and understanding of other religions.

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

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work will allow headteachers and heads of department to make a judgement about the quality of teaching in Religious Education lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- In primary schools reference should be made to the provision ‘People, Beliefs and Questions’ for the Foundation Phase pupils as well as Religious Education at KS2.
- In secondary schools, reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

**References:** ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education

#### **Teaching : planning and range of strategies**

A broad range of strategies is used when teaching Religious Education, and the children are able to use their thinking, communication and ITC skills when working on various aspects. Regular use is made of Assessment for Learning to enrich the provision. The subject is well scheduled at the school, and a supply teacher is employed who specialises in presenting the subject so as to release the staff for PPA time. The

school curriculum and Christian character is strengthened through close collaboration with the local rector.

The subject of Religious Education ensures that the school's whole curriculum is very well enriched by the school's Christian character. The element of the traditions of the church is a strong feature of the RE curriculum, and excellent examples are observed of lessons encouraging pupils to link the Old Testament to the New Testament.

#### **Areas for Development**

The school needs to invest in resources to learn about other religions.

<b>Excellent</b>		<b>Good</b>	x	<b>Adequate</b>		<b>Unsatisfactory</b>
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#### **Collective Worship**

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

<b>Does 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 in inspecting Collective Worship at 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**

A broad range of strategies is used during morning services. The worship is exciting, forms the essence of school life and has an emotional impact on pupils. Pupils are able to link elements of their worship with Church traditions and practices. Silences are put to excellent use in the services, and this promotes pupils spiritual development. Using the inter-active white-board as a focus during the class worship enables progression in the worship to be achieved throughout the week.

#### **Areas for development in relation to quality of Collective Worship**

There is a need to ensure that time for worship in the class is clearly designated to pupils, so that there is a definite start and finishing time to the worship.

<b>Excellent</b>		<b>Good</b>	x	<b>Adequate</b>		<b>Unsatisfactory</b>
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Signed:

(Headteacher)

Date: 14/9/2012