

School Name: Tudweiliog

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.
- 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

Standards in Religious Education – progress in learning

- Pupils take an interest in RE and enjoy the lessons.
- They make good progress in Religious Education.
- They are aware of practices within the world’s great religions and enjoy religious stories.
- Wide-ranging experiences were gained in the subject such as a visit to a mosque and village church and chapel and pupils awareness and understanding develop as they move up through the school.
- Assessment for learning methods are used to respond to pupils work within the field such as 2 stars and a wish, peers marking.
- It is mentioned in the Estyn inspection report, held in January 2012, that pupils are courteous and show respect and care towards adults and their peers’.

Areas to develop

- Study more various religions at the FP
- Develop pupils confidence to jointly-plan key questions within the field.

Excellent

Good

✓

Satisfactory

Unsatisfactory

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 the range of learning resources used.
- An evaluation of lesson observations and the 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 highly.
- In primary schools, reference should be made to the provision ‘People, Beliefs and Questions’ for 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).

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

Teaching: planning and range of strategies

- Sufficient time is given to teaching the subject weekly throughout the school.
- Through the lesson observations it was observed
 - that teaching is of consistently good quality throughout the school
 - open-ended questioning provides opportunities for pupils to think and reflect
 - effective use made of assessment for learning in the lessons cross-curricularly and the work books contain evidence of that
 - very effective collaboration and joint-planning between teaching staff and assistants team when enriching pupils experiences
- The programme of study focusses on every field within the subject through planning on the basis of ‘People, Beliefs and Questions’ for Foundation Phase learners and the agreed syllabus at Key Stage 2;
- Provides an opportunity for the pupils to plan themselves through pondering questions that match the theme.
- Good resources are used to teach across the school including the Pwllyn pack at the FP and the Important Questions pack in Religion by UWIC.
- The Estyn inspection report, held in January 2012 mentions – ‘The learning experiences as well as daily periods of collective worship very effectively promote the pupils personal, spiritual, moral and social and cultural development.’

Areas to develop							
<ul style="list-style-type: none"> Continue to develop the pupils confidence when discussing key questions 							
Excellent		Good	✓	Satisfactory		Unsatisfactory	

Collective Worship

Key Question 2: How good is provision for collective worship?							
Does the collective worship meet statutory requirements?				Yes	No		
<p>Cyfeiriadau: 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)</p>							
Good aspects as regards quality of Collective Worship							
<ul style="list-style-type: none"> A collective morning service is held four times a week at the school, where various moral and religious stories are presented. A service is held in the individual classes once a week. Spiritual, social and cultural development is promoted within the services. The area's religious leaders visit weekly to hold services, e.g. the local Minister and Vicar, and friends of the school. From time to time, the children have an opportunity to plan, and participate at services. The pupils annually participate in services in the community e.g. Cymanfa and Christmas service at the chapel; and Christingle and Thanksgiving service at the Parish Church. Pupils had opportunities to show empathy and thanksgiving towards charities such as Operation Christmas Child, Send a Cow, and the RNIB. 							
Matters for attention regarding quality of Collective Worship							
<ul style="list-style-type: none"> Create a zone of reflection at the school. The pupils to participate more in the services planning process. 							
Excellent		Good	✓	Satisfactory		Unsatisfactory	

Signed: Einir Davies (Headteacher)

Date: January 9th, 2013