

Name of School : YSGOL CRUD Y WERIN

Religious Education

Key Question 1: How good are outcomes in Religious Education?
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- The self-evaluation is based on lesson observations, evaluation of children's 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 for Religious Education
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Standards in Religious Education – progress in learning
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THE FOUNDATION PHASE

The ability of pupils to discuss and recall is good at the start of the Foundation Phase and by the end of the Foundation Phase nearly everyone can discuss and ask questions.
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Nearly everyone can talk about their feelings, actions and views by the end of the Foundation Phase and approximately half can describe and offer simple comments on the views of other people. 'Amser Caleb' has been of assistance to promote this. Children's ability to use simple religious vocabulary is developed across the Foundation Phase and a minority of children will start to recognise that there is a deeper meaning to religious symbols.
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KEY STAGE 2

At the bottom of Key Stage 2 the majority can recall, respond and communicate simply on some of the beliefs, teachings and basic religious customs they have investigated. A few start to note the similarities and differences in religions.

A minority of pupils can make links between beliefs, teachings and religious customs and describe the impact on the lives of believers and note what are similar and different within and across religions.

At the bottom of Key Stage 2 the majority of pupils can describe their feelings, their actions and their own views and offer simple comments and the views of other people. The majority start to recognise that religious symbols have meanings and they will use simple religious vocabulary in a suitable way.

At the top of Key Stage 2 a minority of pupils can explain how their own feelings, actions and views impact their lives and describe how other people's views in the same way can impact on their lives. They use a range of suitable religious vocabulary and show a basic understanding of symbolic language.

At the bottom of Key Stage 2 nearly every pupils can talk and ask questions about their own experiences, the world around them and aspects on religion they can discuss the questions that arise from their experiences offering their own views.

At the top of Key Stage 2 many pupils can discuss their own responses and others to questions about life, the world around them and religion.

Investment and effective use of books 'Important Questions in Religion' has been a means to raise standards in this subject.
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Areas for Development

FOUNDATION PHASE

- Continue to develop vocabulary and the ability of pupils to question offering them opportunities to express a view by the top of the Foundation Phase.
- Develop an understanding of the impact of religion on the lives of believers by the end of the Foundation Phase.

KEY STAGE 2

- Ensure that the tasks provided for the more able group are challenging when working through the basic religious and human questions.

Excellent		Good	√	Adequate		Unsatisfactory
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Key Question 2: How good is provision in Religious Education?
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- Self-evaluation should consider the following indicators: the time given to the subject, subject knowledge, expertise and teachers' professional development, suitability of the study programme and the range of learning resources used.
- The evaluation of lesson observations and the work of pupils allows heads and department heads to come to a view regarding the quality of teaching in Religious Education within the school, and the extent pupils are encouraged and motivated to attain high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for Foundation Phase learners as well as

Religious Education in KS2. <ul style="list-style-type: none"> Secondary Schools should refer 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							
The teaching: planning and range of strategies THE FOUNDATION PHASE <ul style="list-style-type: none"> Foundation Phase teachers are familiar with the national model framework to present Religious Education. They have identified the specific skills pertaining to people, beliefs and questions via the areas of Knowledge and Understanding of the World and development of Personal and Social Welfare and Cultural Diversity. The activities have been planned carefully across the Foundation Phase and show progression from one year to the next as a result of careful planning. A wide range of experiences are offered to give every pupil an opportunity to progress in knowledge and understanding and discussion and reasoning skills in the field. Narrative resources, books of knowledge and information, large books, artefacts, ICT, visits/visitors to the school all create an interest and enrich the provision in the field. The Religious aspects within the fields are provided well in the Foundation Phase.							
KEY STAGE 2 <ul style="list-style-type: none"> A session of at least an hour is set aside for Religious Education across Key Stage 2. The subject is taught by a PPA teacher from year 3 to 6. As a result of training, ordering rich resources that further deepen the teacher's understanding of the subject the provision is very good across the phase. The plans are detailed and ensure progression and development, giving attention to the big questions has been a means to ensure depth and develop the inquiring skills of the pupils. We benefit from the opportunities of taking children out on visits to places of worship and to invite visitors to discuss Religious Education issues with the children such as in Aberdaron church. The quality of teaching and the provision in Key Stage 2 is good.							
Areas for Development THE FOUNDATION PHASE <ul style="list-style-type: none"> Continue to offer a wide range of interesting and valuable experiences within the plans. Teachers to continue to discuss jointly and be aware of new resources available e.g. in ICT. Continue to encourage children to develop thinking skills. KEY STAGE 2 <ul style="list-style-type: none"> Continue to develop challenging and extensive tasks for the more able pupils in each class. Continue to set Success Criteria and give children an opportunity to reflect on the learning. Need to develop links with further religious communities e.g. visit a mosque. 							
Excellent		Good	√	Adequate		Unsatisfactory	

Collective Worship

How good is provision for collective worship?		
Does collective worship meet the statutory requirements?	Yes √	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

Collective Worship is provided daily following the common tradition of the Christian belief at school. The Collective Worship takes place jointly at classroom level, phase and school. Parents are given the right to excuse their children from worship and their background is taken into consideration when providing for worship.

Moral, spiritual and belief aspects are investigated whilst at the same time community spirit is nurtured and ethos and values are promoted.

Children have the opportunity to do one or several of the following during Worship:

- Reflection which includes listening, watching or reflecting on the motivation, presentation or talk from a member of staff or invited speaker.
- Praying
- Singing
- Reading

On the whole, Collective Worship makes a significant contribution to the spiritual, moral, social and cultural development of the children. There are opportunities to develop aspects of Personal and Social Education, Worldwide Citizenship and the Welsh Curriculum as part of the Worship. It creates an ethos that is different to the school's everyday ethos that occurs in the majority of the sessions. An element of excellence is the way children are responsible for aspects of the collective worship sessions e.g. choosing songs, playing instruments as the children come into the hall, choose subjects, create bilingual prayers.

All in all the provision is good with excellent aspects.

Areas for development in relation to the quality of Collective Worship

- Emulate excellent practice in every service
- Ensure that class/ department (FP) Collective Worship conforms with the regulations and requirements.
- Ensure that responsibilities have been shared and all staff understand their responsibilities in relation to Collective Worship

Excellent		Good	√	Adequate		Unsatisfactory	
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Signed: Alan Jones (Head teacher)

Date: 1/7/2013