

Name of School: Ysgol y Garreg

Address: Llanfrothen, Penrhyndeudraeth, Gwynedd. LL48 6LJ

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| <b>Religious Education</b> |
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| <b>Key Question 1: How good are outcomes in Religious Education?</b> |
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- Self-evaluation is based on lesson observations, evaluations of pupils' work, teacher assessments and interviews with pupils.

**References:** ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education; Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles KS2 and KS3 (2011), 14-19 (2009).

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

Standards by the end of KS2 are good with the majority of pupils making the expected progress (2 levels) of FP to KS2. Their attainment is noted in detail on the whole school assessment and tracking system. Their knowledge, ability to discuss as well as their personal ideas are developed. By scrutinizing the learners work, it is seen that it also reflects the requirements of the Agreed Syllabus. Standards are monitored according to the school's 3 year cycle timetable.

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

Literacy skills are developed and used well throughout the subject in FP and KS2. Every pupil can record, explain and offer valid reasons on their own level - verbally and in writing, in Welsh and/or English. A range of writing forms are seen e.g. poems, descriptions, expressing an opinion, postcard and the pupils have the appropriate skills to enable them to inquire, read reference information and record. Marking symbols and use of Success Criteria is consistent throughout the work as it is in all written, verbal and other reading work.

Numeracy skills are developed and used well throughout the subject in FP and KS2. This is done when/if there is a suitable and relevant opportunity planned to do so e.g. distance and scale when discussing pilgrimage, hours of light and patterns when discussing Hinduism.

ITC standards are developing well with the pupils more confident and able to enquire, record and present their work using ITC effectively. Special examples such as the Easter information booklet, This is War, This is Peace, Mari Jones and her Bible.

Teaching and learning standards are consistently good with pupils possessing the skills required to discuss, consider, record, come to a conclusion, justify choices (e.g. planning work, opinion line, diamond list, Success Criteria, joint assessment of work).

**Areas for Development**

|           |  |      |   |          |  |                |  |
|-----------|--|------|---|----------|--|----------------|--|
| Excellent |  | Good | √ | Adequate |  | Unsatisfactory |  |
|-----------|--|------|---|----------|--|----------------|--|

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| <b>Key Question 2: How good is provision in Religious Education?</b> |
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- Self-evaluation should consider the following indicators: the time given to the subject, knowledge of subject, expertise and professional development of teachers, adequacy of the study programme and the range of learning resources used.
- Evaluation of lesson observations and pupils' work allows the heads and department heads to arrive at an opinion regarding the quality of education in Religious Education lessons within the school and the extent that pupils are motivated and encouraged to attain high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for learners in the Foundation Phase as well as Religious Education in KS2.

**References:** ESTYN Inspection Framework Section 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles KS2 and KS3 (2011), 14-19 (2009).

**The teaching of religious education: planning and range of strategies**

Religious Education is taught weekly. Detailed and intentional planning ensures good learning and teaching. Plans are used well to offer a wide range of Religious Education fields to develop the knowledge and understanding of the pupils. As the subject coordinator, teachers have a good grip of subject knowledge and how to develop the skills of the pupils in this area.

**Provision for skills: Literacy, numeracy, ITC and thinking skills**

A wide range of learning and teaching strategies and resources are used in order to ensure strong development of skills.

**Areas for Development**

- The results of the pupils' questionnaire (May 2014) show that 30% of KS2 pupils did not enjoy the subject because they were of the opinion that it was boring. Following this an effort was made to ensure that more practical activities are included in the themed units in order to deepen their understanding as well as to try and ensure their enjoyment of the subject.
- Continue to ensure intentional and detailed planning in order to achieve the requirements of the Agreed Syllabus and the Literacy and Numeracy requirements.

Excellent

Good

√

Adequate

Unsatisfactory

**Collective Worship****Key Question 2: 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' \(Welsh Office Circular 10/94\)](#), [Guidance regarding Collective Worship \(Wales SACREs Association, June 2012\)](#).

**Good features in relation to the quality of Collective Worship**

- Members from the community hold a special service (fun, practicable, children participate, follow a specific service order) weekly by following the 'Opening the Book' plan.
- There is a special ethos and feeling to our group worship – all pupils are exemplary in the way they show respect, listen excellently, participate and meditate.
- Collective worship is planned intentionally to ensure the development of skills in literacy, knowledge, discussion and expressing an opinion, showing empathy and tolerance of others e.g. following the story of Moses, stories about tolerance regarding racism, stories with lessons to be learnt.
- KS2 pupils enjoy taking part and do so confidently and effectively e.g. acting a character, reading, recitation, reflecting, presenting.
- The work of charities is discussed and presented regularly supporting a range of financial activities to help others. In addition, the pupils have an opportunity to choose charities to receive their generosity e.g. Children with Cancer, Children in Need, Save the Children, Macmillan Coffee Morning.

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

Excellent

Good

√

Adequate

Unsatisfactory

Signed: *SWilliams* (Head)

Date: 26 / 1 / 15