

Religious Education

Key Question 1: How good are the 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 contain an evaluation of teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Faiths (2013), KS2 and KS3 Model Guidelines and Profiles (2011), 14-19 (2009).

Standards in Religious Education – progress in learning

- The Progress Tracking File was used to identify levels of achievement of pupils in y6 this year. Their levels were looked at at the end of y 3, 4 and 5.

	L2	L3	L4	L5
End of Y 3	39%	61%	0	0
End of Y 4	5%	86.5%	9%	0
End of Y 5	0	69.5%	30.5%	0

- In addition, the co-ordinator has scrutinized y6 pupils work to observe how many pupils could produce work that is typical of level 5. The task looked at was Peace. 4 pupils (17%) of Y6 pupils have successfully compared various faiths practices, forging links between them and express an opinion (work that is typical of Level 5).

Matters to focus upon

- Continue to prepare lessons and activities that allow pupils to create work that is typical of level 5.

Excellent

Good

X

Adequate

Unsatisfactory

Key Question 2: How good is the Religious Education provision?

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work allows 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, Beliefs 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).

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

Teaching in religious education: planning and range of strategies

It is observed that pupils gain good learning experiences across the school, with focus on differentiation and Assessment for Learning strategies such as 2* and a Wish.

- Good use is made of visits and visitors to enrich the learning, e.g. celebrating Easter trip to Coleg y Bala; visit a local chapel and church; invite the Vicar Brownridge to the school for a chat; receive a visit from a member of the Christian Aid charity, as well as organize a mock baptism and mock marriage at the local church.
- The teachers create attractive displays and class books based on the RE work.
- LJ (PPA teacher) voices concern that courses are not now as readily available.
- Staff and pupils questionnaires were disseminated prior to the evaluation. The pupils questionnaires (Y 6)

indicate that the pupils enjoy the RE lessons. Religious terms are used to describe the work they have done (see the questionnaire) and the pupils can also describe how their activities require cross-curricular skills such as writing, investigation of and use of mathematics.

Skills provision: literacy, numeracy, ITC and thinking

- The Key Skills and LNF are integrated in all lessons – see examples of ITC work; number work; writing and discussion work; as well as thinking and sorting work.

Matters to focus on

- Invest in various Bibles for the FP and KS2.
- Continue to enrich and up-date the portfolios.
- Continue to organize a range of visits and visitors to maintain the pupils interest.

Excellent		Good	X	Adequate		Unsatisfactory	
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Collective Worship

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

Does the collective worship comply with the statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on inspecting 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

- KS2 pupils weekly participate in collective worship. The Headteacher has prepared a weekly time-table that denotes which themes/aspects are discussed. In addition, every class is responsible for preparing and holding a service every term.
- Y1 and Y2 pupils participate in collective worship weekly. The services are held by the Foundation Phase Leader. Learners have good opportunities to discuss what they regard as important, and bring objects or pictures to spur conversation.
- Rev Dewi Morris is invited to school at Thanksgiving. The learners are encouraged to present food and School Council members disseminate these hampers within the local community.
- A monthly awards ceremony is held to award learners from every class throughout the school for their efforts and achievements.
- Members of the local community are invited to the services to inspire the learners. Jess Kavanagh recently gave an excellent presentation on her achievements in Wales Women's Rugby. A member of Arriva Trains also presented a video clip produced by Y5 learners to promote pride in the local railway.
- Every teacher in the class holds morning Services in their classes.
- The school holds an annual Christmas Service at the local chapel. KS2 and FP pupils take turns to present the Nativity Story.

Matters to focus on regarding quality of Collective Worship

- Continue to invite a range of visitors to the collective worship sessions to inspire and motivate the learners.
- Provide more opportunities for Nursery, Reception, Y1 and Y2 pupils to jointly worship as FP department.

Excellent		Good	X	Adequate		Unsatisfactory	
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Signature: *Gareth Roberts* (Headteacher)

Date: 6/1/17