

School: WAUNFAWR  
LL55 4LJ

Address: WAUNFAWR , CAERNARFON GWYNEDD

Religious Education							
<b>Key Question 1: How good are the outcomes in Religious Education?</b>							
<ul style="list-style-type: none"> <li>The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.</li> </ul>							
<b>References:</b> ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Guidance from the Welsh Government: People, Questions and Beliefs (2013), Exemplar Guidelines and Profiles KS2 (2011)							
<b>Standards in Religious Education – progress in learning</b> Scrutiny reports on books notes that most of the pupils are well informed about termly celebrations of various religions on festivals that are important for Christians/Hindus and Jews. The activities reflect the requirements of the Agreed Syllabus. It is observed that the learners develop the skills noted in the Literacy, Numeracy Frameworks, and National digital Competence.							
<b>Standards in literacy, numeracy, ITC and thinking skills</b> <ul style="list-style-type: none"> <li>It is noted in literacy/numeracy and ITC co-ordinators monitoring reports that the pupils skills develop well and that there is sufficient evidence of pupils developing their numeracy/ITC skills in religious education.</li> </ul>							
<b>Matters to address</b>							
<b>Excellent</b>		<b>Good</b>	x	<b>Adequate</b>		<b>Unsatisfactory</b>	

<b>Key Question 2: How good is RE provision?</b>							
<ul style="list-style-type: none"> <li>The following indicators should be considered in self-evaluation: the time allocated to the subject, subject-based information, the teachers specialization and professional development, suitability of the programme of study and range of learning resources used.</li> <li>An evaluation of lesson observations and pupils work enables 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.</li> <li>Primary schools should refer to the provision ‘People, Beliefs and Questions’ for Foundation Phase learners as well as RE at KS2.</li> <li>Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).</li> </ul>							
<b>References:</b> ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 Model Guidelines and Profiles (2011)							

**Teaching in religious education: planning and range of strategies**

- The schemes of work and pupils books indicate that the teachers prepare RE activities that well meet local Agreed Syllabus requirements.
- A cycle of lesson observations indicate that a range of engaging and appropriate experiences are provided in many of the lessons.
- In the good lessons, the teachers instil pupils curiosity as they independently investigate questions and enquiry trails.
- In these lessons, searching questions are asked and the pupils receive a confidence boost when referring to various sources to offer new explanations.
- When scrutinizing pupils books, it is observed that they receive quite regular opportunities to recall religious stories.

**Skills Provision: literacy, numeracy, ITC and thinking**

- It is noted in literacy/numeracy and ITC co-ordinators monitoring reports that pupils skills develop well and that there is sufficient evidence of pupils developing their numeracy/ITC skills in RE.

**Matters to address**

Every teacher at KS2 required to prepare an enriching RE activity every half term, this can be an extended writing task.

<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 the collective worship comply with the statutory requirements?</b>	<b>Yes</b>	<b>No</b>
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**References:** ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on Joint inspection of 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 regarding quality of Collective Worship**

- *The school meets statutory collective worship requirements.*
- *The school provides meaningful opportunities for pupils to visit local places of worship such as Croes-y –Waun Church*
- *The school provides pupils with opportunities to question local religious leaders namely the Community Officer who regularly visits the school every half term.*
- *International charity activities and studies related to Fair Trade within the curriculum make a positive contribution towards developing the pupils grasp of matters relating to sustainability and global citizenship.*
- *The pupils have opportunities to work with local and International charities eg Food Bank Caernarfon, Coronary Heart Disease Campaign, Fair Trade, Action Aid, Operation Christmas Child*
- *Collective worship sessions set a Christian and moral ethos as well as a*

*beneficial reflective ethos.*

**Matters to focus on on quality of Collective Worship**

- Provide pupils with more opportunities to creatively contribute at the collective worship sessions.

**Excellent**

**Good**

X

**Adequate**

**Unsatisfactory**

Signature: Gwenan Williams (Headteacher)

Dated: October 10th 2016