

School: Ysgol Llanbedr

Religious Education

Key Question 1: How good are 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 include 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 Beliefs \(2013\)](#), [KS2 and KS3 Model Guidelines and Profiles \(2011\)](#), [14-19 \(2009\)](#).

Standards in Religious Education – progress in learning

- When scrutinizing books, many FP pupils can recall stories such as ‘Stori Moses yn yr hesg’, ‘Dameg yr Heuwr’, story of Mari Jones walking to Bala to buy a Bible and Rama Sita story. They understand why the Bible is important for believers and the importance that Hindus attach to Divali celebrations.
- Upper tier KS2 pupils can write in an extended manner when preparing a comprehensive description of Easter week events and can compare the church celebrations as Christians effectively recall the story of the Crucifixion.
- Although KS2 have investigated pilgrimage locations, they have scant knowledge and understanding of why believers choose to go on a pilgrimage.

Standards of literacy, numeracy, ITC and thinking skills

- **Literacy:** most of the pupils have high standards in planning and writing a familiar story, but there is scant evidence of their skills in interpretation, explanation and expressing an opinion.
- **Numeracy:** no examples of numeracy observed in the subject.
- **ITC:** most of the pupils can safely and effectively use the internet to gather simple information on religious practices, e.g. Christmas celebrations across the world, information on William Morgan and Rangoli patterns.
- **Thinking:** many pupil across the school can use a table to compare, prioritize through using a diamond list, and describe the changes in Mari Jones life in a fault line style.

Matters to focus upon

There is a need to:

- Ensure that FP pupils can respond in an extended manner to explain the importance that believers attach to a story or celebration.
- Continue to display good literacy in reading and extended writing and use enriching verbal activities to encourage pupils to express personal responses and use a range of appropriate religious language.

Excellent		Good		Adequate	✓	Unsatisfactory
-----------	--	------	--	----------	---	----------------

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

- 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 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 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

- The schemes of work indicate that the school prepares suitable religious education activities that adequately meet locally Agreed Syllabus requirements. However, currently there is no long-term overview that outlines how the school intends to meet agreed syllabus requirements.
- When scrutinizing FP and KS2 pupils books, it is observed that there are regular opportunities to recall religious stories. e.g. ‘*Dameg yr Heuwr*’, *Y 10 Pla*, *Taith Moses*, *Stori’r Pasg*. However, they do not have opportunities to expand on the importance that believers attach to these stories.
- The school well enriches the pupils experiences through organizing visits, e.g. *into the World of Mari Jones, local place of worship*. During 2015-16 cwmni ‘Mewn Cymeriad’ presented the story of Mari Jones to FP and KS2 pupils.

Skills Provision: literacy, numeracy, ITC and thinking

- **Literacy:** although the school develops writing skills well, more purposeful planning is required to develop oracy and reading skills in religious education.
- **Numeracy and ITC:** appropriate opportunities need to be identified to develop numeracy and ICT skills in religious education.
- **Thinking:** ensure that the thinking skills activities based on graphical organizers lead to more extended verbal and written responses.

Matters to focus upon**There is a need to:**

- Ensure that the short term plans enable the pupils to address the fundamental questions, to explain the impact of religion on believers and express personal responses. Need to develop opportunities to nurture ITC and numeracy skills when relevant.
- Adapt the school tracking system to record pupils achievement and ensure that the teachers plan the next steps better.

Excellent

Good

Adequate

✓

Unsatisfactory

Collective Worship**Key Question 2: How good is the provision for collective worship?****Does the collective worship comply with the statutory requirements?**

Yes

✓

No

References : 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), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).

Good aspects of quality of Collective Worship

- The school keeps a concise record of the collective worship period themes and all teaching staff contribute towards the whole school plan. A whole school morning service is held twice a week, and a period of meditation is held in every class on the other three days.
- Quality of whole school services is good and provides religious/spiritual balance, providing pupils with valuable opportunities to participate and meditate individually and collectively. How to show others respect and fairness is discussed.
- A team from the church is welcomed here every other week with 'Agor y Llyfr' and the pupils have an enriching opportunity to hear stories from the Bible and an opportunity at times to participate through acting/narrating parts of the story.
- There are annual opportunities to fund raise towards charities such as Children in Need, Red Noses every two years, and a charity of their choice every Christmas (Save The Children Christmas Jumpers this year). This provide a huge opportunity to develop the pupils empathy as they think of the less fortunate.

Matters to focus upon as regards quality of Collective Worship

- Ensure consistency in quality of daily collective worship sessions.

Excellent

Good

✓

Adequate

Unsatisfactory

Signed: Sian Wyn Williams (Strategy Head)

Date: 09 January 2017