

<b>Religious Education</b>
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<b>Key Question 1: How good are outcomes in Religious Education?</b>
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- 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 RE) and contain an evaluation of teachers assessments and/or examination results.

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

<b>Standards in Religious Education – progress in learning</b>
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- Lesson observations and books scrutiny (2015/16) note that standards in RE are good across both key stages.
- Year pupils can describe some of the beliefs (Christianity / Islam) and note some festivals and practices that are relevant.
- In lessons, almost every pupil makes good progress and especially year 3 and 4 (SEN) that make good progress when discussing big questions 'Is death inevitable?' following on from the Blitz theme.
- There is good evidence within 'Ann Frank diary' task that almost every pupil has understood the emotional tension and that the older pupils deal excellently with difficult subjects.
- The majority of the pupils can explain their tasks well and use appropriate terms eg loss, longing etc. The most able pupils can explain how their feelings, actions and views can impact their lives and describe how others views affect their lives eg the work done on racism and extremism.
- The older pupils can make effective links between the beliefs and religious practices eg when mentioning looking after their world.
- Almost every pupil has a good understanding of other religions as observed in their work on various religions (Judaism, Buddhism, Islam)
- Almost all FP pupil (except for ALN) recognize the importance of 'assisting others', they can also narrate several stories about Jesus Christ and his parables.
- Teachers assessments show that almost every pupil makes good progress within RE.

<b>Standards in literacy, numeracy, ITC and thinking skills</b>
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- Pupils have high standards in practicing their literacy, numeracy and ITC skills through RE. The older pupils achieve a very good standard when handling reports on racism, Martin Luther King etc and show that their literacy skills are good cross-curricularly.
- Verbal and written Welsh does not come naturally to a minority of the pupils and they insist on using phrases such as 'ambod mae'
- The majority of the pupils can read a range of religious sources such as the Bible and the older pupils make very effective use and analyse and come to a conclusion through weighing up various sources.
- Good use was observed of scale and measurement when creating a plan of the Synagogue when developing their numeracy skills, however, there is insufficient evidence of use of number within RE.
- Their ITC skills are very good with the pupils using ITC to create various presentations on religious subjects and celebrations. Good examples have been observed of the FP pupils creating Puppet Pals presentations on Easter, and KS2 using video pictures of a presentation received at Capel y Ffynnon to create a presentation on Easter.
- The pupils confidently use several ITC resources and Equipment jointly including pc, ipad, mac mini, raspberry pi(5 and 6) to develop their skills.
- All the pupils confidently use ITC including the Web to discover relevant information and select that which is relevant.
- Almost every pupil uses assessment for learning and thinking skills effectively, the older pupils also make effective use of the TASC Wheel to plan their tasks. ESTYN 2016 inspection noted that the school's older pupils have very effective mental skills.
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<b>Matters to focus upon</b>
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- Develop the use of number within RE (SDP 2016/17 priority)

<b>Excellent</b>		<b>Good</b>	□	<b>Adequate</b>		<b>Unsatisfactory</b>

### Key Question 2: How good is the provision in RE?

- Self-evaluation should consider the following indicators: the time allocated to the subject, specialist knowledge, 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 encouraged and motivated 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 RE).

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

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

- The schemes of work and pupils books show that the school prepare appropriate RE activities that meet locally Agreed Syllabus requirements.
- Teachers are well informed and have up-dated information on the subject and present stimulating and successful lessons.
- They plan in detail and a verbal and written aim and objective is set.
- Lesson observations note that the teaching is good, tasks are appropriately differentiated to pupils age-group and ability. Searching questions are asked at a group level, and pupils have good opportunities, perhaps this can be done more public so as to share the information and challenge the rest.
- Lesson observations note that the tasks are appropriate for the pupils age and ability and have been differentiated for the different years. Standard language is used stimulating and questioning pupils through using closed questions and a few open questions. There are good presentations where pupils have an active role and have the opportunity to reflect on what was done the previous week. Good use is made of assessment for learning through discussion partners, and there is an effective conclusion where the pupils have an opportunity to gather what has been learnt through using a caterpillar method to reflect on the tasks and they have an opportunity to report back. There is also effective differentiation for ALN3 and 4 pupils.
- The pupils have effective opportunities to investigate various subjects eg in the work on Christian Aid, and good examples were observed of the pupils having freedom to present information through a medium of their choice eg Powerpoint/video
- The school has a good range of resources in books and resources/artefacts to meet the requirements of People, Beliefs and Questions' at the FP and KS2 RE.
- Books scrutiny report and ESTYN 2016 report note that teachers effectively respond to pupils work, providing constructive feedback in the subject and in correct language.
- There is effective planning at the FP to introduce Bible stories weekly to the pupils and they can effectively recall these stories.
- There is however, scant evidence of use of number in RE in planning and the number provision is not as good as the language provision.
- There is appropriate planning for effective use of ITC in lessons with use of animation (through using 'I can Animate' ) and presentations on iMovie that discuss big aspects and questions.
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#### Skills provision: literacy, numeracy, ITC and thinking

- There is detailed planning to develop the skills through RE, especially within literacy, ITC and thinking.
- Numeracy provision is currently adequate and is focussed upon as part of SDP's priorities

#### Matters to focus upon

- Develop the number provision within RE

Excellent		Good	□	Adequate		Unsatisfactory	
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<b>Collective Worship</b>
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<b>Key Question 2: How good is the provision for collective worship?</b>		
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<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 inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'RE and Collective Worship' (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales SACREs Association, June 2012).

- Good aspects of quality of Collective Worship**
- Collective worship is regularly held, as a whole school and within the class daily.
  - Appropriate opportunities are provided to enable the pupils to reflect on what has been learnt and opportunities to contribute to services.
  - Individuals (vicar / preacher / Sunday School officer) are invited into the school each term to take whole school services and visits to the local church and chapel.
  - Effective services are planned that provide an opportunity for the pupils to reflect on everyday aspects, eg how to be a good friend to others. This is reflected in how the pupils treat their fellow pupils and adults with respect and tolerance.
  - Pupils currently have few opportunities to participate and plan their own services.

- Matters to focus on on quality of Collective Worship**
- Ensure that the classes take responsibility for holding a weekly collective service to ensure that the pupils hold services.

Excellent		Good	□	Adequate		Unsatisfactory	
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Signed: Iwan A Davies (Headteacher)

Date: 6/1/17