

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), Model KS2 and KS3 Profiles (2011), 14-19 (2009).

Standards in Religious Education – progress in learning.

There are indications when scrutinizing books that the majority of pupils develop well in the field according to their attainment. It is observed that there is follow-up and continuity between both Key Stages as well as within the 2 classes at the school. The pupils can effectively discuss their work and their oracy, reading and writing skills are obviously successfully applied and to a high standard within the subject.

Standards of literacy, numeracy, ITC and thinking skills
See above

Matters to focus on
Need to explore opportunities to apply numeracy tasks within the plans (data.... venn diagrams etc)

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

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

- Self-evaluation should consider the following indicators: the time that is allocated to the subject, subject-based information, specialization and staff 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 a view about quality of teaching in RE lessons within the school, and the extent to which pupils are motivated and encouraged to reach high standards.
- Primary schools should refer to the provision ‘People, Beliefs and Questions’ for FP learners as well as Religious Education 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), Model Guideliens and Profiles KS2 and KS3 (2011), 14-19 (2009).

Teaching in religious education: planning and range of strategies

The schemes of work indicate that RE is taught weekly in both classes. Recently, the subject was re-planned in KS2 class and that ensured a balanced and modern curriculum that meets Agreed National requirements. During the monitoring cycle, it was observed that at KS2, practices and features of global religions are studied and compared. Almost all learners can discuss and express an opinion on what has been learnt.

Skills provision: literacy, numeracy, ITC and thinking.
Their reading and writring verbal skills are obviously planned and successfully applied to a high standard within the subject.

Matters to focus upon
ITC and Numeracy application skills require further planning

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

Collective Worship

Key Question 2: How good is collective worship provision?							
Does collective worship comply with statutory requirements?				Yes	No		
<p>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).</p>							
<p>Good aspects of quality of Collective Worship A whole school service is held twice a week with clas services on the other 3 days. The Services have a Christian ethos with values of our school vision regularly discussed (friendship and kindness). The pupils also participate in these services and from time to time, lead the planning. "A particular feature of the school is the family ethos that ensures that pupils and staff care for one another as a matter of course. Consequently, pupils feel happy and safe at the school. The school very successfully promotes spiritual, moral, social and cultural development. Valuable periods of collective worship create a Christian ethos and provide pupils with valuable opportunities to reflect on values such as friendship and kindness. This is reflected in the positive working relationship between adults and pupils and between pupils". (ESTYN Inspection November 2017)</p>							
<p>Matters to focus upon regarding quality of Collective Worship Continue to build on the above aspects</p>							
Excellent		Good	√	Adequate		Unsatisfactory	

Signed: Eleri Ogwen Pollard (Headteacher)

Date: 18/1/18