

Religious Education

Inspection field 1: Standards in Religious Education

How well do pupils deal with the basic questions, explore religious beliefs, teachings and customs, and express their personal responses to beliefs, teachings, customs and basic questions? What can you see in their work that demonstrates their progress over time?

- Use: the pupils' work, teachers' assessments, learning walks, lesson observations to form an opinion.
 - To help you: [Locally Agreed Syllabus \(National Indicative Framework\)](#); [Welsh Government Guidance: People, Questions and Beliefs \(2013\)](#), [Indicative Guidelines and Profiles KS2 and KS3 \(2011\)](#), [14 - 19 \(2009\)](#), [SACRE Guidelines](#), [WJEC Examiner Reports](#).
- When scrutinising pupils' work, it can be seen that most pupils have a good knowledge of holy books, places of worship, religious ceremonies and festivals that are important to Christians, Jews and Muslims.
 - An analysis of teacher assets show that standards are consistently good at the end of both Key Stages. Most pupils' work books show very good progress in written tasks over the year.
 - Most pupils successfully use and apply their literacy, numeracy, ICT, and thinking skills successfully in a wide range of cross-curricular situations on a daily basis, including in Religious Education, with some more able pupils showing very good skills.
 - Most pupils are able to apply their knowledge, their understanding and skills effectively to new situations.
 - Many pupils are able to read a range of religious sources such as text books and the internet and non-religious sources well.
 - By Year 6, most write maturely in a range of contexts and generate work of a high standard, for example when comparing differences within medical services in Gwynedd and India.

Our pupils' religious education standards are: Outstanding

Inspection field 2: Welfare and attitudes to learning about Religious Education?

What do you feel the pupils gain from religious education lessons?

- Use: [pupils' work](#), [analysis of a religious education questionnaire](#), [minutes of the School focus group/Council](#)
 - To help you: [Appended guidance; listening to learners \(ESTYN, September 2017\)](#),
- Most pupils undertake their roles in the life and work of the school very well and are confident in dealing with external visitors, and visitor comments reiterate this.
 - Most year 2-6 pupils undertake leadership roles and responsibilities very effectively, and the opportunities to discuss with various outside agencies prepare the children well for life in the real world.
 - Almost all the pupils are able to show empathy and very enthusiastically try to raise money toward various charities such as 'Water Aid', Christmas Present Boxes, NSPCC, Children in Need, Red Nose Day, Gŵyl Fai Dyffryn Nantlle, Defibrillator, the Life Boat, Macmillan, Fair Trade, and the Air Ambulance.
 - During the last two years, a significant and positive development was seen in the attitudes of almost all the pupils toward their learning. A good example of this is the commitment from almost every pupil, parent, staff and the Governing Body, to the motto 'Welshness, Courtesy, Kindness, and Doing our very best'.
 - Most pupils have developed well and are able to discuss what they need to do in order to be a good learner, with a green mind for - perseverance, concentration, collaboration, persistence, enquiring, and being confident to try out new things. Most KS2 and Year 2 pupils respond well to the principle and are aware that learning new things challenges the brain. Most Year 3 and 4 pupils have developed into capable, independent learners and are able to undertake challenging tasks. Most pupils are able to take responsibility for completing their own work, which is good.

Pupils' attitudes towards religious education in our school are: Outstanding

Inspection field 3: Teaching and learning experiences in Religious Education?

How good are the planning and teaching in Religious Education? Provide examples of enriching religious education experiences

- Use: learning walks, lesson observations, pupils' work, ask pupils.
- To help you: Locally Agreed Syllabus (National Indicative Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Indicative Guidelines and Profiles KS2 and KS3 (2011), 14 - 19 (2009), SACRE Guidelines, Religious Education in secondary schools (ESTYN, summer 2013), Religious Education and ethics in KS2 and KS3 (ESTYN, summer 2018)

- The school believes that the needs of the pupils and those of the wider community are very well met through the Foundation Phase and KS2 curriculum and through Religious Education. A balanced and broad curriculum is provided that meets the requirements of the Foundation Phase, the 2008 Curriculum, Literacy, Numeracy and Religious Education in accordance with the agreed syllabus.
- A very good range of stimulating, motivating and challenging learning experiences are provided to meet the needs of every pupil, including SEN pupils, underperforming pupils and more able and talented pupils. The equal opportunities policy and equality policy underpin this.
 - When scrutinising pupils' books, it is clear that they have regular opportunities to retrieve religious stories such as Rama and Sita, St David, Martin Luther King, Rosa Parks and the story of Easter.
 - The provision for the pupils' spiritual development is good. Our assemblies and collective worshipping periods have a spiritual quality and the children contribute effectively through discussing questions about morality, and their understanding and knowledge of Christian customs and stories and their knowledge of other beliefs or religions is developing very well.
 - Big life questions are considered within Religious Education lessons so that they may understand their role as citizens of the future, to compare and be amazed, to understand the customs and importance of beliefs, to understand their role in the big picture. Great emphasis is placed on developing individuals who think about others.
 - Every half term, Nia Williams from Coleg y Bala visits.

The teaching standards of Religious Education in our school are: Outstanding

Inspection field 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities help pupils reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop strong values and establish their spiritual and ethical beliefs?

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, school records of any hate crimes/bullying.
- To help you: SACRE guidance, Guidelines on collective worship (Wales Association of SACREs), Supplementary guidance: collective worship in non-denominational schools (ESTYN, autumn 2017), Supplementary Guidance: listening to learners (ESTYN, September 2017)
 - Care at the school is excellent. There is a very caring family here, with all staff providing unceasing care, direction, support and guidance to promote the pupils' well-being. A great many of the children consider the school to be a haven. The school is fully inclusive and treats every pupil equally. Values such as honesty, tolerance and fairness are promoted effectively through projects and class work and through the school's daily life, and there is a sense of respect in the close relationship between the staff and pupils. In the school's successful PSE plan, valuable attention is given every term to a number of aspects relating to health and well-being, and to spiritual, moral, social and cultural development. Circle time is used regularly and very well to reflect, enquire and be amazed and to promote the pupils' personal and social skills.

Consequently, pupil attendance and the pupils' commitment to their learning is good. The PSE work also emphasises and promotes the difference between what is right and wrong and gives children the opportunity to discuss and act on situations that arise.

- The School Council plays a prominent role in arranging to raise money toward various charities. They arrange various activities and are very good in developing their understanding of their responsibility to the world and its future, as well as of tolerance. We raise pupils' awareness about those who are less fortunate and of global disasters. Consequently, the school has made contributions of over £1500.00 in recent years.
- Pupils are excellently prepared to become responsible members of the community and confident citizens.
- The provision for spiritual, moral and social development is good. Our assemblies and periods of collective worship have a spiritual and supportive ethos and the children contribute effectively by discussing questions relating to morality. Their understanding and knowledge of Christian customs and stories and their knowledge of other beliefs or religions are good. Our collective worship arrangements meet statutory requirements. There are regular opportunities in our effective Religious Education plans for the children to discuss big life questions, to compare and be amazed, to understand the customs and importance of other beliefs, to understand their role in the big picture, to understand their future role as citizens. They also develop values such as respect, justice, honesty, fairness and sustainability through their campaigns such as 'Fair Trade' and 'Water Aid'.

Does the school satisfy the statutory requirements for collective worship?	Yes	√	No	
The contribution of religious education to pupil's personal development and community cohesion is: Outstanding				

Inspection field 5: Leadership and management in Religious Education?			
<i>Does the religious education subject leader possess the required skills and understanding to lead the subject effectively? How do you know?</i>			
<ul style="list-style-type: none"> • Use: work plans, monitoring and self-evaluation reports, data evaluation, interviews with the coordinator and the designated governor / SACRE visitor, minutes of staff meetings, improvement plan, progress evaluation, case study following school to school collaboration. • To help you: SACRE guidelines 			
<ul style="list-style-type: none"> • The school's vision is 'Welshness, courtesy and kindness.' This vision is at the root of all aspects of the school's work and is promoted by the Head-teacher, the Assistant Head-teacher, the School Council and the Governing Body to provide clear guidance on school improvement. 			
Leadership and management in Religious Education is: Outstanding			

Matters to address	Actions	Who m?	By when?
Ensure a cross-section of speakers from the community to participate in collective worship.	Contact Tracy R Jones who works for the Church in Wales for further guidance.	<i>It is not necessary to share these details with SACRE but school records need to ensure that accountability is clear to staff and governors</i>	
Ensure that Religious Education is discussed regularly at the curricular panel.	Self-Evaluation timetable		

Summative evaluation that will contribute to the school's evaluation of 'Personal Development (4.2)'

Name of Headteacher Glenda Evans

Signature of Headteacher *G Evans*

Date: 14.05.19