

School: Manod, Blaenau Ffestiniog, Gwynedd, LL41 4AF

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations of pupils work 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

Standards in Religious Education – progress in learning

- Pupils standards in RE are good throughout the school. Scrutiny report on pupils books indicate very good progress in the pupils work especially at Key Stage 2.
- Standards in literacy, numeracy, ITC and thinking skills in the work books indicate progress, understanding appropriate to the age and ability of most pupils in RE at both key stages.
- Almost every pupil at the school understand and can clearly explain the meaning of fairness, friendship, kindness, care and love towards others.
- Most of the learners can recall and respond to basic religious beliefs, doctrines and practices at the start of the Foundation Phase. By the upper end of the Foundation Phase, most can talk about their work and suggest in simple terms why certain aspects of religion are important for some people – e.g. when dealing with the ‘Celebrations’ theme.
- By the upper end of KS2, the majority of learners can discuss questions that arise from personal experiences, the world about them and aspects of religion, offering their views – e.g. when dealing with “What is peace?”
- Many of the FP learners can discuss their responses and a few of them confidently justify ideas. By the upper end of KS2, most of the learners can describe their feelings, actions and opinions and offer simple comments on others views.
- Most of the learners successfully explain how their views and feelings differ from those of others.
- Most of the learners are able to use a range of appropriate religious vocabulary by y5 and 6 and can identify the most recognizable religious symbols.
- A Governor’s/Parent’s report indicates that the pupils respond intelligently and frankly at services and take part in public in a very prominent manner.
- Through enquiry, Council members decide which charity will receive the school’s Thanksgiving collection money. Every pupil from the school visit local chapels to hold a Thanksgiving service annually and visit the Home for the Elderly to hold Thanksgiving and Christmas services – this is excellent practice in response to the learners views.

Matters for attention

More extended writing work in year 2.

Excellent		Good	v	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?

- Self-evaluation should address 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 a judgement on quality of teaching at 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 ‘People, Beliefs and Questions’ provision 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 Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

- All the learners are taught a weekly RE lesson, in compliance with statutory requirements.
- Time is weekly allocated to RE - Foundation Phase: Either an RE lesson is given or pupils have an opportunity to discuss matters such as – the importance of friendship, fairness, kindness, cross-curricularly.
- At Key Stage 2, an RE lesson is presented weekly.
- Teachers have a broad and very applicable knowledge of the subject. The schemes of work have identified the specific skills relating to People, Beliefs and Questions through the Global Knowledge and Understanding fields and Personal and Social Development, Well-being and Cultural Diversity at the FP. The learners have opportunities to ‘plan;

activities to enrich the learning areas that integrate and strengthen the focus tasks.

- KS2 schemes of work are familiar with the National Framework for presenting RE to learners. The Schemes of Work provide enriching opportunities to develop skills, their knowledge and understanding of Christianity and the main religions through the inter-relationship of the subject's core skills namely 'Deal with the Fundamental Questions,' 'Explore Religious Beliefs, Doctrines and Practices' and 'Expressing Personal Responses'. KS2 schemes are detailed and purposeful and ensure order and progression. Focussing on Fundamental Questions have ensured very definite development in the learners investigative skills.
- The schemes of work provide opportunities to focus on the following range: 'The world,' 'Human Experience' and 'Search for meaning.'
- Visits are planned to local and unusual places of worship, religious artefacts are appropriately used e.g. Islam prayer mat to promote an understanding of another religion.
- A video and websites are used to present units of special work intelligently to encourage all learners.
- Circle Time is robustly used to promote the pupils personal and social skills at the Foundation Phase and KS2.
- Circle time sessions are regularly held in every class as part of the PSE when there are good opportunities to meditate, question and wonder.
- The School Council decides on a charity each term and we make a very generous contribution.
- Scrutiny of books report indicates that teachers set an objective and sc for every lesson.
- There is good provision for the skills: literacy, numeracy, ITC and thinking through a series of stimulating lessons.
- Lesson observations note that strong evidence is based on religious leaders such as Gandhi, Rosa Parks, Martin Luther and that the majority of learners have a broad knowledge and understanding of the various belief practices.
- Pupils receive enriching opportunities to think openly and promote an extended opinion especially in verbal work.

Matters for attention

Numeracy via RE

Excellent		Good	v	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is provision for collective worship?

Does collective worship comply with the statutory requirements?	Yes v	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on review of Collective Worship at denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

General: School arrangements well promote health and well-being, and spiritual, moral, and cultural development. Almost all pupils achieve good standards in their spiritual, moral, social and cultural development taking the percentage of deprivation into account. The school implements appropriate policies to promote all aspects.

- Almost all acts of collective worship are wholly or mainly of a Christian nature.
- The school's worship arrangements meet statutory requirements. There is a spiritual ethos to school services and the pupils effectively contribute through presenting classroom services and through sharing feelings at the time.
- The RE provision curriculum provided effectively teach the pupils to show respect and empathy towards the practices of other religions.
- They have a commendable opportunity to reflect on their beliefs or their personal values in light of their meditations at the services.
- Collective Monitoring report by the Governors/Parents indicate that quality of worship is very good. Daily Acts of Collective Worship are held at the school – twice by the whole school, once worshipping as key stages and twice in the classes and they are appropriately structured for the class age-group.
- The pupils have a prominent role, and are confident in their singing, response, reading, and through holding services.
- The teachers take turns to hold whole school services weekly and their knowledge is relevant and very appropriate to the requirements.
- All the pupils participate in Public Services at the school – e.g. Thanksgiving, Christmas Service. Questionnaires indicate that all these services are of a very high standard.
- They possess very good recitation and listening to others skills – they show respect towards others when listening and responding to them intelligently and courteously.

- Each term, pupils gain opportunities to listen and participate in a service with the Minister who serves the Area.
- During these periods, the pupils showed a firm understanding of Biblical stories and of God and Jesus love.

Matters for attention regarding quality of Collective Worship

Invest in an Interactive White Board in the Hall to show clips to further promote standards in services.

Excellent	v	Good		Adequate		Unsatisfactory	
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Signed: *Falmai Wyn Ellis* (Headteacher)

Date: 4.5.16