

School: Ysgol Gynradd Nefyn

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.

Referrals: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

Standards in RE are good at the school. By the end of the Foundation Phase, most learners talk in simple terms about their feelings, their actions and views and those of others. In addition, by the end of the Foundation Phase, many of the learners are able to ask questions about their personal experiences, the world around them and aspects of religion. Many recall and respond to beliefs, doctrines and basic religious practices investigated. They can make appropriate use of simple religious vocabulary such as talking about special books such as the Bible for Christians and use vocabulary related to special occasions within Christianity e.g. Christmas, Easter.

By the time they reach Key Stage 2, most of the learners can discuss their own responses and others to ask questions about life, their surroundings and about religion. They are able to describe and start explaining the religious beliefs, doctrines and practices investigated. This is seen in the work done on investigating how thanks is expressed by various religions and the importance of thanking various religions. In addition, almost every learner can specifically refer to how these aspects impact the lives of believers. For instance, how the manner of thanking in various religions impacts their lifestyle e.g. thanksgiving for the Christians, Eid-ul-fitr in Islam and Sukkot for the Jews. Most of the learners also start to note the differences and similarities between religions.

They can explain in simple terms how their feelings, actions and views differ from those of others. They also recognize some religious symbols and can use a range of religious words. They can use a vocabulary related to minor acts of worship, religious events and festivals and identify symbols such as the cross in Christianity, the star of David in Judaism.

Matters for attention

Although learners are good achievers in the subject by the end of Key Stage 2, the most competent learners throughout the school should be set challenging work to enable them to achieve higher levels in the subjects and that is done through differentiated and various activities.

Excellent		Good	*	Adequate		Unsatisfactory	
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Key Question 2: How good is the Religious Education provision?

- The following indicators should be considered in self-evaluation: 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 reach an opinion about quality of teaching in RE lessons within the school, and the extent to which pupils are motivated and encouraged 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

The subject is regularly taught in every class and the teachers have a detailed knowledge and understanding of the subject. It is apparent that the teachers take the opportunity to learn thinking skills through studying the subject. Use is observed of thinking hats, group work and collaboration and stream graph at the Foundation Phase. At Key Stage 2, use is made of thinking map, problem-solving with thinking hats and setting success criteria. The teachers also use RE as a subject to develop ITC skills with sentences about Christmas and friendship words are typed at the Foundation Phase and information is gathered and presented on the computer at Key Stage 2. The teachers plans ensure that Literacy and Numeracy Framework strands weave through the entire fields. Consequently, most of the work done in the subject develops literacy skills with some instances of numeracy also

developed within the subject.

The school uses various provision to teach RE. In the school library, every class has access to various books related to the subject and the teachers effectively use the Internet for information gathering. Some artefacts are seen in some classes and the school is collecting more religious artefacts to enrich the learning. Effective use will be made of external agencies such as the church and local rector to enhance pupils experiences.

Lesson observations and the learners work indicates high standards in RE throughout all age-groups at the school. The learners work indicates that stimulating tasks and activities are offered and that various aspects of the subject are taught. At the Foundation Phase, the learners have had an opportunity to investigate sources and matters that arise through stories, festival days and celebrations using books and a particular festival as a starting point for the subject. The learners receive various opportunities to discuss personal and social issues during circle time sessions and as part of anti-bullying/good friend week activities. At Key Stage 2, learners have opportunities to handle fundamental questions and give personal responses. Examples are also observed of study of different religions and beliefs such as Hinduism, Judaism, Islam and Christianity.

Matters to focus on

Continue to plan various activities across all age-groups and continue to provide differentiated opportunities to ensure that the work provides an appropriate challenge for all pupils.

Continue to gather religious artefacts to enrich the learning.

Excellent		Good	*	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is collective worship provision?

Does the collective worship comply with statutory requirements?	Yes *	No
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Referrals: 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 aspects of quality of Collective Worship

Periods of collective worship are planned daily at the school in various ways. Periods of collective worship are held in the classes and at whole school services. Teachers plan effective and lively sessions in the classes. At the Foundation Phase, learners have opportunities to listen to morality tales and sing and say a prayer and have opportunities to listen to global moral events and prepare a prayer at Key Stage 2. There is a whole school services planning time-table for the teachers so as to ensure that the contents is varied and there are opportunities for learners to listen and participate. Outside agencies frequently hold Services and they are very lively that provide learners with an opportunity to participate.

Matters for attention regarding quality of Collective Worship

Continue to ensure the same standard of provision at collective worship sessions.

Excellent		Good	*	Adequate		Unsatisfactory	
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Signed: A.W. Jones (Headteacher) Miss Nia M Williams (Co-ordinator)

Date 27/4/16