

Self-evaluation summary of Religious Education at YSGOL CAE TOP

Question 1: How well do learners achieve?	
<ul style="list-style-type: none"> Self-evaluation is based on lesson observations, evaluation of pupils' work, interviews with pupils and analysis of teacher assessments. 	
Concise judgement on the main strengths of learners' achievement	Grade: 1
<p>After our self-evaluation process, we have reached the opinion that the pupils of Ysgol Cae Top achieve good standards (with outstanding aspects to be seen at times) in terms of their knowledge, understanding and skills in Religious Education.</p> <p>There is positive motivation to work throughout the school, with recent work on the Child's Voice and the philosophy of the Foundation Phase and New Curriculum 2008 in KS2 contributing extensively to this productive ethos.</p> <p>Good progress has been made in studying sustainability and global citizenship, with the school being invited to present its work on E-twinning at a conference, 'How to Get Started with the International Dimension' organised by the British Council, as an example of good practice. The work of the PPA teacher in KS2 is also an outstanding element in the field.</p> <p>Pupils of Ysgol Cae Top appreciate other cultures and traditions; we feel that this element is an indicator of outstanding aspects at the school. With 27% of the school's children coming from overseas, we have actual links with families who have a variety of traditions and religions, and with the English as an Additional Language (EAL) Centre for Arfon located at Ysgol Cae Top, there are many opportunities to take advantage of the unique ethos throughout the school.</p> <p>A number of institutions visit the school in order to experience the effective multicultural ethos that we possess (e.g. 'A' level students, Ysgol y Creuddyn).</p> <p>Again, because of the school's multiculturalism, the children respond maturely and sensitively to concepts such as tolerance, justice and fairness, and their spiritual and moral awareness (in lessons and in services) is good. The children contribute effectively and purposefully on a regular basis, displaying respect towards each other and towards others. They have a very good appreciation of other faiths and traditions as well as Christianity. We believe that this is an outstanding aspect of the school's life.</p> <p>They interrelate in a friendly and courteous way with each other and with adults, in both formal and informal situations. They respond positively to guidance at every level in the school, and the positive attitude and discipline witnessed by the children helps to encourage good behaviour. They willingly undertake responsibilities and are prepared to contribute enthusiastically to the life of the school and to the various community events in which the school is involved.</p> <p>A happy, effective and industrious learning community exists at the school.</p>	
What aspects will be addressed in the next two years?	
<p>Continue to nurture the positive ethos at the school, making sure that it transfers with us to the new building!</p> <p>Maintain the pupils' effective standards of achievement, focusing primarily on the spiritual element.</p>	

Spiritual, moral, social and cultural development.

Question 2: How well do learning experiences meet the needs and interests of learners and the wider community?	
<ul style="list-style-type: none"> Self-evaluation is based on lesson observations, evaluation of pupils' work, interviews with pupils, and an evaluation of collective worship periods and PSE lessons. Reference should be made here to pupils' spiritual and moral development. 	
Concise judgement on the quality of the provision	Grade: 1

PRIMARY

The school's self-evaluation system, and relevant reports, indicate that the teaching and tuition within the field of Religious Education at Ysgol Cae Top is good with outstanding aspects at times.

A positive and supportive relationship exists between staff and children. A respectful educational environment of co-operation and support is nurtured which promotes effective learning.

27% of the school's pupils come from overseas, with various religions and 14 different countries represented at the school, as well as 17 different languages spoken in our homes.

Ysgol Cae Top is a happy and homely multicultural community, with no discrimination on the basis of gender, race or disability.

Issues such as racism, difference and interdependence are discussed in services, during Circle Time sessions, and within specific units of work.

We take advantage of our multiculturalism by inviting parents from various backgrounds, who have different religions and traditions, into the school to talk/work with the children. This means that aspects of equal opportunity, racism, differences and interdependence become real and alive to the children, and that an effective understanding exists among everybody at the school.

As well as the opportunities linked to the work in class, morning services and visits from religious leaders are utilised, as are families who are involved with the school, in order to develop the children's spiritual, moral and social aspects, e.g. Rev. Dr Sue Jones conducts a Christian service every Wednesday, a Muslim family comes to the school to discuss their religion and traditions.

Children in Y. 2, 5 and 6 also visit the Cathedral and Mosque every year.

The children respect the atmosphere of services and contribute regularly; a particular order exists to give the children opportunities to lead. There are opportunities for them to reflect on their faiths and on particular values, and a specific focus is given to different religions regularly, in services and in class work.

The school has clear objectives in terms of the children's moral development. An attempt is made to fulfil them through the friendly interrelationship that exists between staff, pupils and parents, and through the caring, multicultural ethos that exists in our learning community. The children understand the difference between good and bad, and know the meaning of values such as honesty and fairness.

PSE requirements are emphasised in the school's everyday life as well as in the planning, and Circle Time sessions give children the opportunity to deal with personal and social issues.

The role of our School Council has developed over the last three to four years, and together with our School Effectiveness Group, the opportunities for the children to voice their opinion and become full members of our learning community at the school are developing very well.

Relevant elements of Global Citizenship can also be seen across the school, e.g. the sustainability theme in Y.5 / Fair Trade in Y.6 / aspects of wealth and poverty in Y.5 and 6 / an awareness of the local area in Y.2 and 5 / a study of India in Y.4.

The school is an important part of the community with the children contributing to community events, e.g. singing at the hospital and at old people's homes, taking part in the Education Sunday Service at the Cathedral. There are generous donations to local and national charities, e.g. British Heart Foundation, Operation Christmas Child, NSPCC, Children in Need and Calon Lân.

We have a very supportive Home/School Association as became apparent recently with the support that the school received while attempting to secure a new building.

The Association's name has been changed during the last few years in order to convey the fact that every member of staff is part of the community. We did not feel that 'Parent/Teacher Association' acknowledged the assistants who are part of the team and who contribute extensively to the activities organised. As a result, we now have a 'Home/School Association' (HSA).

There is a good link between the HSA and Governing Body, with a parent-governor also a member of the HSA. This was illustrated by the fact that we recently combined the annual meetings.

What aspects will the school address over the coming year?

Continue with the effective practices noted above, concentrating on developing the children's spiritual aspects.

Evaluation completion date:	03.04.09
Signed: (Head)	R. Howard Hughes