

Name of School: Ysgol y Gelli

<b>Religious Education</b>							
<b>Key Question 1: How good are outcomes in Religious Education?</b>							
<ul style="list-style-type: none"> <li>• Self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.</li> <li>• Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.</li> </ul>							
<b>References</b> : ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education.							
<p><b>Standards in Religious Education – progress in learning</b></p> <ul style="list-style-type: none"> <li>• Good progress was observed in Religious Education.</li> <li>• The increasing emphasis on thinking and assessment for learning skills stimulates diverse and independent activities</li> <li>• From scrutinizing samples of work in the subject portfolio, and pupils books, diverse presentations that reflect the new skills are observed.</li> <li>• The senior pupils are set diverse and challenging experiences, whilst reading and recording skills at KS1 and the Foundation Phase show a good understanding of the Agreed Syllabus requirements.</li> <li>• The use of ITC in investigations is developing well, so as to find out information and present work.</li> <li>• All pupils have opportunities to contribute verbally to discussions on religious and moral questions.</li> <li>• Circle time sessions are regularly held in the classrooms and they contribute towards developing a positive attitude towards problem sharing and to feel a mutual empathy. They also promote skills of discussion, listening and responding to others.</li> <li>• There is a close link between the school and humanitarian charities such as Christian Aid, Operation Christmas Child, Children in Need etc</li> </ul> <p><i>(Evidence: Pupils work books, lesson observations, interviews with pupils, large books class events.)</i></p>							
<p><b>Areas for Development</b></p> <p>Continue to develop pupils investigative skills Develop pupils ability to plan, develop and reflect on their learning</p>							
<b>Excellent</b>		<b>Good</b>	X	<b>Adequate</b>		<b>Unsatisfactory</b>	

<b>Key Question 2: How good is provision in Religious Education?</b>							
<ul style="list-style-type: none"> <li>• Self-evaluation should take the following indicators into account: time allocated to the subject, subject-based information, specialization and professional development of teachers, suitability of the programme of study and range of learning resources used.</li> <li>• An evaluation of lesson observations and pupils work enables headteachers and heads of department to reach an opinion on quality of teaching in RE lessons at the school, and the extent to which pupils are encouraged and urged to achieve high standards.</li> <li>• Primary schools should refer to the ‘People, Beliefs and Questions’ provision, for learners at the</li> </ul>							

<p>Foundation Phase as well as RE at KS2.</p> <ul style="list-style-type: none"> <li>Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).</li> </ul>							
<p><b>References:</b> ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education</p>							
<p><b>The teaching: planning and range of strategies</b></p> <p>New schemes provide an opportunity to set a “big” question at the beginning of term and various strategies motivate independent investigation and presentations.</p> <ul style="list-style-type: none"> <li>Lesson observations indicate good features throughout the school.</li> <li>Courses are regularly attended by the subject co-ordinator and other teachers to up-date and strengthen the teaching.</li> <li>Effective resources are used to support the pupils learning. There has been recent investment in various artefacts and books.</li> <li>A greater emphasis is placed on the pupil’s decision on the trail of the work.</li> <li>Setting joint success criteria leads the older children to select some themselves.</li> <li>The teachers are aware of the importance of asking open questions so as to make the children think.</li> <li>Questions are used to enhance pupils understanding.</li> <li>Teachers have high expectations and provide constant support.</li> <li>Pride of place is given to classwork at school services, and in class displays.</li> <li>Extensive use is made of web-sites such as GCad and Cynnal as inter-active resources.</li> <li>Diverse experiences are provided through visits to houses of worship of various religions that provides a visual and practical understanding of significance in the local community and globally.</li> </ul> <p><i>(Evidence: Chat with pupils, work books, schemes of work, large books.)</i></p>							
<p><b>Areas for Development</b></p> <p>Continue to adapt schemes to encompass PSE scheme</p> <p>Provide differentiated opportunities and activities for skilful and gifted learners.</p>							
<b>Excellent</b>		<b>Good</b>	X	<b>Adequate</b>		<b>Unsatisfactory</b>	

<b>Collective Worship</b>		
<b>Key Question 2: How good is the provision for collective worship?</b>		
<b>Does collective worship meet statutory requirements?</b>	<b>Yes</b>	
<p><b>References:</b> ESTYN Inspection Framework 2.3.1, ‘Supplementary guidance on inspecting Collective Worship in non-denominational schools’ (ESTYN, September 2010), ‘Religious Education and Collective Worship’ (Welsh Office Circular 10/94)</p>		
<p><b>Good features in relationship to the features of Collective Worship</b></p> <ul style="list-style-type: none"> <li>Whole school joint-collective worship is held weekly and services for the Infants and Juniors as well as classroom service.</li> </ul>		

- Services have a spiritual and moral ethos
- All pupils have opportunities to participate either in public or through meditation
- Class services include reading and discussing stories from the Bible and morality stories.
- Services are held led by external visitors, from charities and local Christian organisations.
- The school has clear aims regarding the children's moral development and these are achieved with a welcoming ethos that encompass the school's life and work.
- Cynhelir gwasanaethau St David's Day, Thanksgiving, and Easter services are held when parents are invited to the school for collective worship.

**Areas for Development in relation to Collective Worship**

<b>Excellent</b>		<b>Good</b>	X	<b>Adequate</b>		<b>Unsatisfactory</b>	
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Signed: G. Howells (Headteacher)

Megan Roberts (Co-ordinator)

Date: 6/7/11