

Name of School:
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<b>Key Question 1: How good are outcomes in Religious Education?</b>
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- Self-evaluation is based on lesson observations, evaluation 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 teacher assessments and/or examination results.

<b>References:</b> <a href="#">ESTYN Inspection Framework Section 1</a> and the <a href="#">Locally Agreed Syllabus for Religious Education</a>
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<b>Standards in Religious Education – progress in learning</b>
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- **Good** progress has been made by **most** pupils in their understanding of beliefs, teachings and practices as they study 'faith in the local area'.
- The **majority** of pupils can **effectively** describe similarities and differences between the ways Christians and Muslims worship.
- **Many** pupils are able to ask questions and express their personal responses and opinions **successfully**.
- **Around half** of Y5 and 6 pupils are **skilful** independent learners as they gather information from a variety of sources including artefacts, visitors and the internet and draw some conclusions.
- The investigation into the 'golden rule' in religions has prompted **a few** pupils to write **excellent** letters to local politicians raising concerns about care for the elderly.

<b>Areas for Development</b>
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- Further develop pupils' ability to reflect on spiritual issues by the use of strategies such as stilling and visualisation.
- Encourage pupils to explain and justify their opinions and answers.

Excellent		Good	✓	Adequate		Unsatisfactory	
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<b>Key Question 2: How good is provision in Religious Education?</b>
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- A self evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.
- In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2.
- In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

<b>References:</b> <a href="#">ESTYN Inspection Framework 2.1 and 2.2</a> and the <a href="#">Locally Agreed Syllabus for Religious Education</a>
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<b>The teaching: planning and range of strategies</b>
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- Classroom observation show that **many** teachers have **thorough** knowledge and understanding of Christianity and other religions taught in our school. Planning is **good** and schemes of work reflect the requirements of the locally agreed syllabus and provide **comprehensive** opportunities to develop pupils' subject and generic skills.
- Teachers use an **excellent** range of methodology and challenge pupils to produce work of **consistently good** standard.
- A range of thinking strategies are in place such as community of enquiry and this has **improved** pupils' ability to contribute **effectively** to group discussions.

<b>Areas for Development</b>
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- Develop and expand the range of strategies and resources to develop pupils' reflection skills, e.g. stilling and visualisation.
- Develop new writing strategies to support pupils who are currently working at Level 3 (RE) so that they can 'begin to explain the religious beliefs, teachings and practices investigated' and explain in simple terms how their own feelings, actions and opinions differ from those of others.

Excellent		Good	✓	Adequate		Unsatisfactory	
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