Name of School:

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

- 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.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education

Standards in Religious Education - progress in learning

- **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.

Areas for Development

- 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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Key Question 2: How good is provision in Religious Education?

- 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).

References: ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education

The teaching: planning and range of strategies

- 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.

Areas for Development

- 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.

Name of School:

Collective Worship

Key Question 2: How good is provision in Collective Worship?

Does Collective Worship meet the statutory requirements? Yes ✓ No.

References: ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' (September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidance on Collective Worship (WASACRE, June 2012)

Good features in relation to the quality of Collective Worship

- The school has developed a thematic programme based on whole school and classroom acts of collective worship.
- Many acts of collective worship reflect aspects of school life, Welsh heritage and current world wide events. They provide opportunities to reflect on and to share in the 'happy' and 'sad' events and experiences which affect the school community;
- Pupils are given opportunities once a term to plan and present a whole school act of collective worship.
- Teachers use a wide range of strategies to create an appropriate atmosphere which encourage pupils to reflect on their own feelings, values and attitudes.

Areas for Development in relation to the quality of Collective Worship

- Use a Tuesday meeting to ensure that all teachers are aware of the resources available to them in order to help their pupils to plan and present acts of collective worship.
- Ensure consistency so that acts of collective worship held in the classrooms are appropriate and meaningful.

Excellent	Good	✓	Adequate		Unsatisfactory	
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Signed:	(Headteacher)
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Date: