

School Name: Ysgol Gynradd Maesincla

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.

References: ESTYN Inspection Framework Section 1 and the Agreed Local Syllabus on RE

Standards in Religious Education – progress in learning

Assessment by teachers indicates through the ‘incerts’ programme that Foundation Phase pupils – the majority of them except for the SEN are Outcome 4 and therefore at level 1 in the National Curriculum.

The majority of Year 6 children are level 4 when leaving the school except for those with SEN.

Pupils work has already been collected to be standardized.

The new ‘incerts’ programme at our school will assist us with the

- Next step in our lessons to improve the level of the work
- Keep a termly record – awaiting our next step
- Prepare our lessons more effectively to raise standards/levels

It was stated in the Inspection Report:

“Learning and teaching relate well to the pupil’s requirements”.

When interviewing pupils:

“The way in which Jesus is the focus of the worship is an excellent aspect, and its effectiveness is seen through listening to pupils – especially young pupils – talking about Jesus”.

“The older pupils can express their understanding and feelings about God and consider themselves as being privileged amongst all God’s family”.

Areas for Development

- Standardize the school’s work and with school family.
- Maintain good practice.
- Observe Religious Education lessons in the SDP.

Excellent

Good

*

Adequate

Unsatisfactory

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

- A self-evaluation should consider the following indicators: the time allocated to the subject, subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- (cyfieithiad ar gael yn y templadau blaenorol). Mae arfarniad o arsylwadau gwersi a gwaith disgyblion yn caniatáu i benaethiaid a phenaethiaid adran i ddod i farn am ansawdd yr addysgu mewn gwersi Addysg Grefyddol o fewn yr ysgol, a'r graddau y mae disgyblion yn cael eu cymell a'u hannog i gyrraedd safonau uchel.
- Dylai ysgolion cynradd gyfeirio at y ddarpariaeth 'Pobl, Credoau a Chwestiynau' ar gyfer dysgwyr y Cyfnod Sylfaen yn ogystal ag Addysg Grefyddol yn CA2.
- Dylai ysgolion uwchradd gyfeirio at CA3, CA4 a CA5 (Astudiaethau Crefyddol ac Addysg Grefyddol). ***

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus for RE.

The teaching: planning and range of strategies

Present 1 hour of RE lesson weekly.

Allocate the 2 hours a week to services.

Humanities Co-ordinator has planned and created KS2 plans.

The Co-ordinator has attended several courses over the last decade and has met the Education Officer twice during that time.

The programme of study has been adapted since the advent of 2008 Curriculum and the fundamental questions have been presented. A series of new books is used namely Important questions in religion by Gavin and Fiona Craigen. Also, an audit has been held of resources to purchase new ones in 2008.

The Co-ordinator is now able to monitor the children's progress through the new 'incerts' programme.

The Co-ordinator also teaches RE to Year 4 and 5.

The teachers have a variety of learning activities and experiences that make a good contribution to pupils awareness. They use a range of learning methods e.g. Leonardo, thinking skills, skills development and learning resources.

Areas for development

- Standardize work
- Observe RE lessons
- Visit from Education Officer to scrutinize our changes following 2008 curriculum.

Excellent		Good	*	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is provision for collective worship?

Does collective worship meet statutory requirements?

Yes

No

References : ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-demoninational schools' (ESTYN, September 2010) , 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features in relation to quality of Collective Worship

Whole school service with class presentation involving their class themes or the Christian calendar. The school's personal prayer at the start ending with the moral prayer and then Our Father. Chant another prayer on the way out from the service.

A service where children sing, draw pictures, act out the story etc. The local rector also observes and participates.

These services are evaluated by the Co-ordinator and then reports one to one on improvements if there is scope. There is an altar in the service. The children observe Christian symbols etc.

A class service is held again to do with events at the school, world, news. There is a joint prayer and an opporrtnuity to reflect on it. Children again participate through acting, reflection and discussion. The children then create their own verbal prayer.

Inspection report under Section 50 of the 2005 Education Act states:

"Good quality of worship has a positive impact on the pupils and their development and Jesus is the real focus of the school".

"The worhsip is exciting, fornms the essence of school life and touches the pupils hearts".

"Jesus is the focal-point of the services. Effective use made of periods of silence during every act of worship".

Areas for development as regards quality of Collective Worship

An opportunity to report to the entire staff.

Excellent

Good

*

Adequate

Unsatisfactory

Signed: Manon Gwynedd (Acting Headteacher) / Helen Morgan (Religious Education Co-ordinator)

Date: 11 January 2012