

Name of School: Llandwrog

Religious Education

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

- 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 Locally Agreed Syllabus for Religious Education

Standards in Religious Education – progress in learning

Based on lesson observations and evaluation of pupils work and discussions on understanding of work, the school holds the view that outcomes in religious education are good because:

1. The children understand that people worship in different ways.
2. They possess considerable knowledge about stories concerning Jesus.
3. They are aware that our work is to protect the world on God's behalf.
4. They are aware of Christian celebrations and those associated with other religions.
5. Empathy, the children recognize that they are fortunate and sympathize with others and think about ways to assist and improve the lives of others.
6. They have developed the skill of reflection, through looking back and thinking of others.
7. The children recognize that it is our world and the importance of protecting it on behalf of others and of our God's wish.
8. Learning and teaching, RE is of a high standard and is carefully planned within the curriculum of every class.
9. The older children can use assessment for learning strategies to improve their RE work.
10. It is evident to all visitors to the school that Llandwrog is a church school, our school and displays demonstrate the values that are emphasised to every child who attends the school.
11. Our pupils understand their role as global citizens, they understand that there are others who are less fortunate in the world and there is an enthusiastic School Council that provides a lead on supporting good causes at the school and within the wider community.
12. We are an extended family where priority is given to a Christian ethos in our daily work. Caring for one another is a firm priority at the school.

Areas for Development

- Need to make greater use of the Church that is situated close by.
- Need to emphasise and remind of the importance of religion at a period that has become secularised due to media emphasis such as Christmas and Easter.
- More visits required for Y3 and 4. They occasionally miss out due to their age-group.
- Need to integrate more of the Church Curriculum into termly plans.

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, the subject knowledge, expertise and professional knowledge of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and the pupils work will allow headteachers and heads of department to make a judgement about the quality of teaching in Religious Education lessons at the school, and the extent to which pupils are motivated and encouraged to achieve highly.
- In primary schools, references should be made to the provision '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 Sections 2.1 and 2.2 and the Locally Agreed Syllabus for RE

Teaching: planning and range of strategies:

- Religious education is carefully planned from the foundation phase to y3 and 4 to 5 and 6 with firm progression.
- A weekly time-table has been scheduled for the subject throughout the school.
- There is close collaboration with the parish rector to highlight the Christian year time-table to the school's work.
- Teachers are confident and have received training in the field and where additional specialisation is required, we receive firm guidance through visits and specialists.
- Adequate resources enable us to teach the field that range from artefacts to books to specific ITC programmes and web-sites.
- Lesson observations have indicated that teaching in the field is of a high standard, with an emphasis placed on high achievements and standards.
- A broad range of strategies are used when teaching in the classrooms and assessment for learning figures prominently in our lessons.
- Our Christian ethos is promoted and shared in our documentation and policies such as our school Handbook.
- We have a Governing Body who are fully aware of the high standards that are promoted and shared at the school.

Areas for development

- Regularly review our plans due to a change in composition of classes from one year to the next.

Excellent		Good	√	Adequate		Unsatisfactory	
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Collective Worship

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

Does collective worship comply with statutory requirements?

Yes

No

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

Good features in relation to the quality of Collective Worship

- Collective worship is held for the whole school three times a week with the teachers in turn leading the worship and the local rector visiting every Friday morning to lead the worship.
- Further services are held in the classes.
- Use of candles, readings from the Bible and prayers gives an Anglican ethos to the worship.
- We have worked with the rector on a method for the children to evaluate the worship through use of ITC.
- Our services promote values of respect, forgiveness, responsibility, faith and freedom.
- We share our values with the wider community in our services such as Thanksgiving and Christmas.
- The children understand why services are held at the school.
- The governing body receives a report from the headteacher on services held at the school, and there are two designated governors representing the church on the governing body.

Areas for development as regards quality of Collective Worship

- Due to there being a class in the school hall, it is difficult to have a corner for reflection, ways need to be looked at to obtain quiet areas for reflection in the classes and around the building. Suitable places to hold additional services.

Excellent

Good

✓

Adequate

Unsatisfactory

Signed: T.A.R.Jones

(Headteacher)

Date: 16/7/12