

Name of School: YSGOL ABERERCH 6612008

Religious Education

Key Question 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 contain an evaluation of teachers assessments and/or examination results.

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

Standards in Religious Education – progress in learning

- **A sound understanding of other religions beliefs and practices – e.g. Judaism.**
- **Foundation Phase Pupils have an increasing knowledge of other religions.**
- **Pupils able to hold a mature discussion – express an opinion, feelings using an appropriate vocabulary.**
- **Pupils make good progress in the learning – obvious development in pupils understanding and written work.**

Matters for attention

- **Acquiring real artefacts (rather than pictures) would enrich the learning and would probably make pupils better at recalling.**

Excellent

Good

✓

Satisfactory

Unsatisfactory

Key Question 2: How good is provision in RE?

- Self-evaluation should consider the following indicators: time allocated to the subject, teachers knowledge of the subject, specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form a judgement on quality of teaching in RE lessons at the school, and the extent to which pupils are encouraged to attain high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for Foundation Phase pupils as well as RE at KS2.
- Secondary schools should refer 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

Teaching: planning and range of strategies

- Designated time is allocated on the school time-table to teach RE weekly.
- A teacher has been employed who has extensive experience of teaching and co-ordinating RE to teach the subject throughout the school.
- The planned activities provide opportunities to develop skills and key skills well.
- Dealing with, exploring and expressing a personal response receive well-balanced focus each term.

Matters for attention

- None

Excellent

Good

✓

Satisfactory

Unsatisfactory

Collective Worship

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

Does collective worship comply with statutory requirements?

Yes ✓

No

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

Good aspects regarding quality of Collective Worship

- A reflective ethos in the services.
- Regular opportunities for children to contribute.
- Services deal with a wide-ranging and diverse range of fields.
- The nursery and reception class pupils participate in collective worship and have an opportunity to participate in improvised prayer.

Areas to develop as regards quality of Collective Worship

None

Excellent

Good

✓

Satisfactory

Unsatisfactory

Signed: (Headteacher)

Date: