

School Name: Borth-y-Gest

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 Locally Agreed Syllabus

Standards in Religious Education – progress in learning

The children display good standards in their spiritual and moral awareness. They make an effective and appropriate contribution, showing mutual respect and respect towards others.

All the pupils get on well with each other and display high standards of behaviour. They show courtesy and mutual respect.

The children develop their grasp of global responsibility through fund-raising towards charities and have ‘adopted’ a child from India, and contribute £15 a month towards him and his community. The school annually collects *Operation Christmas Child* boxes – the boxes collected annually exceed the number of pupils.

There are two lessons and discussions on global tragedies, the pupils effectively discuss justice and fairness.

During the weekly collective sessions of worship, the children reflect on and pray off the cuff displaying empathy, tolerance and concern for others.

They show good appreciation of other faiths as well as Christianity.

The school succeeds in preparing pupils who achieve well and this is highlighted through their behaviour and courtesy.

Areas for development

Continue to develop information about different religions, focussing on learning about religions messages about how to live a good life.

Excellent

Good

X

Satisfactory

Unsatisfactory

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

- A school self-evaluation should consider the following indicators: the time that is allocated to the subject, subject-based knowledge, teachers specialization and professional development, appropriateness of the programme of study and range of learning resources used.
- An evaluation of pupils lessons and work enables headteachers and heads of department to form an opinion about quality of teaching in the school’s RE lessons, and the extent to which pupils are motivated and encouraged to attain high standards.
- Primary schools should refer to the ‘People, Beliefs and Questions’ provision for Foundation Phase learners 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

There is appropriate planning for the subject. Lessons are carefully planned in order to instil interest and provide a range of valuable and engaging experiences and activities. Teachers plans are planned in detail and defined to catre for communication, numeracy, thinking and ITC skills. The subject is appropriately scheduled at the school.

Diverse teaching strategies are used when teaching RE to engage pupils interest and the pupils give a positive response and show satisfaction. The children’s experiences are enriched through a combination of good work on and off the premises through various visits and extra-curricular activities.

Assessment for Learning is regularly used to enrich the provision. AfL strategies have been focussed upon as one of the SDP’s main priorities. These children have developed to set their own s.c. to tasks. All the children, including thos at the FP reflect on end of focus tasks analysing whether they have succeeded in their task.

RE ensures that the entire school curriculum is enriched – through teaching about Geography in the news and famous people such as Martin Luther King and Ghandi.

Areas for Development

Provide plenty of resources and artefacts to teach the children about other beliefs and practices. Continue to search for opportunities to teach RE cross-curricularly.

Excellent		Good	X	Satisfactory		Unsatisfactory
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Collective Worship

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

Does collective worship comply with the statutory requirements?	Yes	No
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Cyfeiriadau: 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 as regards quality of Collective Worship

A wide range of strategies are used during morning services to promote pupils spiritual development. During collective worship sessions, children have an active role and are encouraged to reflect, and do so with enough confidence to pray off the cuff.

Community members are regularly invited to lead religious services for the children –e.g. Father Dylan and Nia from Coleg y Bala.

We are certain that moral, as well as spiritual aspects, form part of the services. During services there is a focus on global events/tragedies and during lessons to develop empathy towards others.

Areas to develop as regards quality of Collective Worship

Improved structure to the periods of collective worship in the classes.
More religious singing (hymns etc.) at the collective worship sessions.

Excellent		Good	X	Satisfactory		Unsatisfactory	

Signed: *E. Rhys Williams* (Headteacher)

Date: 14.01.2013