

Name of School: FELINWENDA

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.

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

Standards in Religious Education – progress in learning

- In religious education lessons and PSE work, pupils have ample opportunities to become aware of differences within the community. A wide variety of visitors regularly visit the school to develop and strengthen their understanding of the wider community e.g. nurse, fireman, female police officer, road safety team, Carys Ofalus.
- Pupil questionnaire replies indicate that they feel safe at the school and that they are aware that there is someone there to listen to their problems.
- Likewise, parents questionnaires contain the same replies and we are of the view that the school has a healthy and robust relationship with the families.

Areas for Deelopment

- Ensure that an aspect of care for the child and the child’s voice is apparent in future questionnaires.
- Need to ensure that the pupils have more opportunities to visit religious places

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?

- 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).

Refeneces: Estyn Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus Estyn Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching : planning and range of strategies

- Our religious education schemes provide opportunities to look at the fundamental questions of life, to compare and wonder, to understand the practices and importance of other beliefs, to understand their role in the big picture, to understand their role in the future of our world as future citizens. There is an emphasis on developing individuals who are considerate of others and are ready to play their role either in school or beyond.
- Foundation Phase pupils aim to attain outcome 5 or 6 in the field of Social Development, Well-being and Cultural Diversity by the end of year 2. This is very good.
- By the end of Key Stage 2, the pupils aim to attain level 4 or 5 in Religious Education, and the rest of the class work at levels that match their personal development. This is a good aspect at the school.

Areas for Development

- Ensure that the classrooms contain adequate resources to cater for the field.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Collective Worship

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

Does collective worship comply with statutory requirements?	Yes ✓	No
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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 features as regards quality of Collective Worship

- An emphasis is placed on the voice of the child during collective worship. The children have an opportunity to partially participate or through answering questions following a reading.
- The local preacher and rector regularly visit us to hold services and this brings an extra dimension to the school's usual collective worship.
- The school calendar ensures that Christian celebrations are celebrated at the school such as Thanksgiving and Christmas service. This aids the children's spiritual and moral development as only 10% of families whose children attend the school (2 families) attend Sunday School.
- The PSE plan as well as the circle time and periods for collective worship and services lead to an ethos of tolerance, equality and an appreciation of diversity.
- The children regularly participate in concerts and services held at the church or chapel in the area. Almost all of them across the age range, benefit from these opportunities to participate in formal situations and this increases their appreciation of their area and its establishments.

Areas for development as regards quality of Collective Worship

Excellent		Good	✓	Adequate		Unsatisfactory	
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Signed: *Carys Wyn Thomas* (Headteacher)

Date: 28/9/12