

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 held 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

Lesson observations indicate that pupils have an excellent grasp of RE. Close collaboration occurs between the school and the community, and progression is observed between themes at the school and work that is further discussed at the Sunday Schools.

The pupils are very well informed about their community. They join other establishments and fully participate in the life of the village and beyond.

Almost all the older pupils regularly participate in various clubs associated with sports, the Urdd, cookery, gardening, dancing, and also regularly visit the Leisure Centre at Bala to attend dance, gymnastics, swimming, karate and football activities.

The pupils have planted flowers around the village to promote the work of the Eco Council and make their area more attractive and show it respect.

They participate in the Community participating in the local and Urdd Eisteddfodau, Fair Trade coffee evenings, a Thanksgiving service at the Old Chapel, Sunday School in the Schoolhouse - Yr Awr Fawr, Christmas and Urdd concerts, carol singing, litter gathering around the village and regularly inviting the community into the school.

The pupils send a report to the Governors on their work and decisions on the day to day running of the school.

The School Council provides an opportunity for pupils to make important decisions and places responsibility on them and makes them feel that they are appreciated.

The pupils humanitarian work is good featuring appeals such as towards Jaleshwary school, Nepal, Sonrisa home for children in Nepal, The pupils stayed for 12 hours at the school to fund-raise towards a good cause.

Every Thanksgiving Service fund-raises towards good causes - Wales Air Ambulance, McMillan Nurses, Children In Need, Haiti, Coronary Heart Disease Foundation, The Blind.

The pupils play a prominent role in the decision concerning where the money goes and who will receive a contribution.

The pupils are very well behaved, as described in the recent inspection.

Individuals regularly correspond with the School to commend the pupils behaviour on educational visits.

Their behaviour and attitudes reflect their full participation in learning and in decision-making about School life.

Physical and active activities are enjoyed and excellent success is achieved.

Several visitors to the school have noted that pupils behaviour, response and conversation is mature and engaging.

The teachers encourage the pupils to show respect towards others, show care and concern for the younger pupils at the school, and accept responsibility for their actions and work.

All the pupils show respect towards their work and this is reflected in their work books.
 Most enjoy challenges and several of the older pupils develop the ability to work independently, using the skills required to support life-long learning.
 As the school develops assessment for learning, pupils develop their learning improvement skills and collaborate very well with their peers, they develop into much more confident learners.
 They develop the skills to improve their own work, work with others, solve problems and develop their ideas to proceed to the next stage in their learning.
 The pupils make a good contribution towards decisions through the Council, the Eco Council and by taking responsibility for various activities.

Standards in Religious Education - progress in learning

Pupils show a good understanding of the importance of worship, and the importance of particular places and artefacts to people who follow different religions.
 Pupils are aware of church festivals and of the significance of important days such as Christmas, Easter in the Christian faith.
 Assessment for learning is increasingly used to respond to pupils work - e.g. 2 stars and a wish, peer marking etc.
 The pupils are responsible for setting their own success criteria in the senior classes whilst at the Foundation Phase the pupils contribute well towards target setting.
 As part of the Assessment for learning scheme, the pupils begin to take a more active role in planning the work programme for the term.
 Good use is made of ITC in investigations, to discover information and present work.
 All pupils have opportunities to verbally contribute to a discussion on moral questions.
 Circle Time lessons are regularly held in the classes and they contribute towards development of a positive attitude towards problem-sharing and to feel empathy towards each other.
 A good contact is developing between the school and humanitarian charities such as Chrstian Aid, Operation Christmas Child, Children In Need etc
 The pupils regularly visit the church, chapels and other places of religious interest.

Matters for attention

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- Develop pupils ability to plan, develop and reflect on their learning

Way forward:

Matters for attention

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

- The RE provision is good. The entire staff are confident in their role as RE teachers and are aware of RE statutory requirements. RE is taught at the Foundation Phase by Mrs Siwan Davies and occasionally we collaborate with supply teachers e.g. Mrs Heledd Jones who possesses different kinds of

specializations in the subject. RE at KS2 is taught by Miss Rhian Llwyd Dafydd, a teacher at Ysgol y Parc, this is another example of using the expertise of a teacher at a school and of good collaboration between neighbouring schools. The 3 have studied RE and are enthusiastic Sunday School teachers in the village.

- Planning is based on 'People, Faiths and Questions' for Foundation Phase pupils and the agreed syllabus at Key Stage 2.
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- The subject receives weekly focus in the classes and some themes provide pupils with opportunities to learn in detail about religious themes such as, baptism, easter. KS1 pupils show an excellent understanding of the local minister's work, and the purpose of baptism and can confidently talk about people who assist us and who we can turn to for help. KS2 pupils have written acrostic poems about easter that have been highly commended for their spiritual understanding of Easter and their work will be published in the next issue of Bangor University RE Department.
- The 'Personal and Social Development' field at the Foundation Phase and KS2 is excellent. Pupils are well-behaved, courteous and respectful towards adults and each other. Through following the Webster-Stratton philosophy and thus learn the value of having a mutually caring attitude. (See Estyn Inspection) This system for promoting good behaviour provides an opportunity for every child to be commended, and that every individual's contributions is valued. The pupils express a personal view well and confidently discuss their religious experiences and attitudes.
- Pupils show respect towards their work and everybody's work books are neat and well-organized. Full use is made of websites such as Hwb to present lively lessons and individuals from the community or the world of work are invited to hold live discussions.

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

Teaching: planning and range of strategies

Matters for attention

Need to place funding in the budget to up-date resources

Need to ensure progression in the lessons, especially when there are arrangements between two schools and another teacher is responsible for teaching the subject.

Excellent		Good	✓??	Adequate		Unsatisfactory
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Collective Worship

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

Does the 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)

The school provides daily collective worship for every pupil, usually at the start of the day. Whole school services are held 3 days a week and services are held in the classes on the other days. During these periods, we ensure that provision for pupils has variety and sets a challenge. That all pupils have experiences of listening and participation. Through a discussion of religious themes, we nurture the school's community spirit and promote a mutual and positive and caring ethos amongst the pupils, strengthening the individual's values and

well-being at the school. An attitude that was highly commended in the recent Estyn inspection. During the worship, time is allocated to meditate on themes that vary in ethos and we try and motivate the pupils in various methods e.g story, newspaper, video clips, posters, picture, poetry, artefact or song.. We look at and discuss important events in the news. Reading stories and learning verses from the Bible are also valued. Time is given for joint-prayer, sometimes reading, sometimes reciting from the heart to others. Various hymns are used to accompany the themes, seeking collaboration with the Sunday Schools, through learning new hymns from the selection annually.

There is excellent collaboration with individuals and teams who work in the community. Nia Roberts,(rector) Carwyn Siddall,(the minister) Dr Owain Edwards and his staff from Coleg y Bala are frequent visitors, as well as occasional visits from members/officers at the local chapels. The pupils are aware of religion's role in the community and the importance of Christianity in the life of the village. The school holds a Thanksgiving Service at the Old Chapel as part of the local Pastorate's thanksgiving week and a religious theme forms part of our Christmas Concert annually. We also encourage all pupils to participate in the Sunday Schools, through discussing events and sharing information with the pupils.

Collective Worship is followed based mainly on Christianity, but other World Religions are mentioned, placing the emphasis on appreciating the variations in the world. Fables or traditions different to Wales are also used, drawing attention to the moral messages that they contain. As we collaborate very closely with Nepal, the pupils have a very positive and healthy attitude towards people from different backgrounds, cultures and beliefs.

Matters to focus upon as regards quality of Collective Worship:

Excellent	✓	Good		Adequate		Unsatisfactory	
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Completed: Siwan Davies (FP class teacher and subject co-ordinator)

Signed: Dilys Ellis-Jones (Headteacher)

Date: June 24th, 2013