

Religious Education

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

- The self-evaluation is based on lesson observations, appraisals of pupils work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an appraisal 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

Standards in Religious Education vary between good or very good at the school. Observations, appraisals have identified the strengths as well as the fields to develop.

Through holding various activities at the school, and extra-curricularly, pupils have made good progress in their personal, social and moral development. The school places a strong emphasis on developing and promoting social skills and life skills amongst pupils throughout the school. Most of the pupils possess good social and life skills such as showing concern for others, respect and care, and are able to easily take on responsibilities, such as assisting staff, assisting during lunch time and the 'Playground Buddies' system.

The school provides inclusive opportunities for every pupil's educational and social development undertaking responsibilities within their age-group. This was reflected in parents questionnaires with 94% agreeing and 58% fully agreeing that their children are socially developed.

Almost all the pupils are friendly towards each other in formal and informal situations. Almost all get on very well with the teachers and other staff members.

- Many of the pupils books show progress over the year and assessment, targeting and tracking records show that individuals make very good progress. Most of the Assessment For Learning done by the pupils as well as the correcting scheme used by the teachers when responding to pupils work imply that pupils are aware of the standard of their work and scope for improvement. Pupils reflect on their learning very well. All the pupils identify Success Criteria and this has led to improved standards. This is visible in pupils books – pupils are much more self-supportive.

At the Foundation Phase, the children have received various Biblical stories as well as the story of Palesa in Lesotho and observe his method of worship. Most of the pupils have asked Why Jesus Christ died in the Easter Story and almost all have offered suggestions as to how to keep Llanberis tidy. Judaism and the Pesach Festival was discussed and most understand the contents of the Cedar plate. Many have successfully discussed Fair Trade. We have discussed – What makes a good friend and almost everybody understands what makes a good friend. We hold Caleb Time and Dina School lessons from which many of the pupils benefit. Almost every child can offer ideas on writing a prayer of Thanks. We have received a visit from Rev Carol Roberts to hold a baptism ceremony and religious artefacts were displayed. A visit was held to the church and chapel and most of the pupils could compare both buildings and methods of worship.

At KS2, the pupils are allocated regular periods to ask questions about religion e.g. Why do people go on a pilgrimage? What is a christian? What is peace? They use their personal experiences and that of others to find answers e.g. Rev John Pritchard/ The internet and all kinds of books. The pupils have studied pilgrimage that belongs to various religions as well as describe their personal ideal pilgrimage e.g. sea-side or forest.

Most of the pupils know where Pilgrims in Wales gather, seeking evidence. They can explain and describe their experience 'What is a journey that has a special purpose' explaining in an acceptable manner the purpose of the visit and how they felt before going, and what the experience taught the pupils about themselves. Almost all understood why people go on a pilgrimage, what their motivation was appreciating that various religions do so in various ways. A range of religious and non-religious artefacts were explored and were put to good use to try and discover what a pilgrim's requirements on a pilgrimage would be. Most pupils expressed a view and asked effective questions. It was felt that the task of trying to understand what the Christian's religious practices and rituals was challenging and met every individual child's needs. Most pupils produced comprehensive work. A range of appropriate teaching methods and resources were used for the activities. Various strategies and activities were used. The pilgrimage around the school was a success and there was a good response to the activities. Most produced very effective extended writing work. Some of the least able showed a firm grasp of what was learnt.

Through diverse tasks when discussing the question 'How and why various religions give thanks', most of the pupils have understood the purpose of the Eid ul Fitr Festivals/ Sukkot Festival/ Thanksgiving Festival.

The majority have understood the importance of the festivals for followers and almost all have understood the impact of festivals on life-style. Most have understood the importance of certain rules from the Bible, Torah and Quran for followers.

Matters to focus upon

Provide more inter-active experiences or visits to support the teaching e.g. invite visitors to the service/ visits to support the teaching/visits to the class from followers of other religions. Book Coleg y Bala for next Easter.

Place relevant orders for the pupils e.g. sets of bibles for group reading.

Continue to jointly plan so as to ensure that there is progression in the tasks presented to various age-groups.

Prepare RE classroom reading books.

Place a greater emphasis on learning the spelling of religious vocabulary that arises in the themes.

When questioning, need to nurture the pupils to think in a more extended and challenging manner. Once accustomed to this, an improvement would occur in the discussion work within groups/class. The most able would be extended when preparing a work programme for them that would enable them to proceed with certain extended activities/investigations.

Excellent**Good**

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

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based knowledge, teachers 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 reach an opinion about the quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the 'People, Beliefs and Questioning' provision 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

• Schemes have been reviewed and there are long-term schemes in place (reviewed September 2011). Short-term schemes of good quality following the pupil's trail at the Foundation Phase and KS2. Pupils skills are built upon as they move from the Foundation Phase to Key Stage 2. Good and appropriate schemes raise the standard of the teaching and learning.

• Pupils experiences at the FP and KS2 are enriched through a good combination of work on and off the premises, through various educational visits and various visitors who are involved with class themes. These are excellent visits, add to understanding and enhance the pupils experiences through promoting the philosophy of learning through a kinaesthetic experience - (evidence – Portfolio of ethos and experiences at the Foundation Phase).

A PSE scheme and the obvious emphasis placed on teaching about morality develops all the pupils to become tolerant and responsible citizens.

Teachers tasks are purposefully planned to provide opportunities for pupils to develop creative skills, problem-solving and thinking skills throughout the field. Various thinking skills techniques and instruments used at KS2 and the Foundation Phase are good with very good elements.

Throughout the school, teachers and teaching staff differentiate well for various ability to support groups and individuals. Pupils work at their ability level and the teachers set them very adequate challenges. Observations in every class and pupils work books indicate that there is good differentiation in RE.

Matters for attention

- Continue to amend the portfolio focussing on thinking skills in the activities.
- Methods to ensure that the entire ability range are appropriately extended and that an appropriate level of challenge enables attainment of excellence
- Ensure specific SC is for skills in the field – a trend in some of the lessons for them to be linguistic rather than religious.

Excellent**Good**

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Adequate**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 reviewing Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features in quality of Collective Worship

- There is a special spiritual ethos to our services and the pupils make an effective contribution through organizing contributions beforehand and through sharing feelings at the time. Classes in turn generate a service with a spiritual or moral ethos on Friday.
- Effective Circle Time lessons are regularly held in each class and good opportunities are provided to reflect, question and express wonder. 83% of pupils feel that they have an opportunity to voice an opinion or discuss problems – indicating a very good aspect with regard to partnership and letting the child have a voice.
- There is very good provision for the pupils spiritual development. They acquire opportunities through PSE scheme to reflect on global fundamental questions, and they possess a good grasp and knowledge of Christian practices and stories. Learning about other beliefs or religions is a strong element at the school.
- Pupils moral development is very well provided for. A great deal of emphasis is placed on respect, fairness and honesty. Stories are used in circle time periods, PSE lessons and periods of collective worship/ services to discuss matters that encourage correct and incorrect discussions. These features are rewarded at the weekly award service. Dina School and Caleb Time scheme lay sound foundations. Dina Bach School Project to reinforce values with a small cohort of pupils.
- Regular periods of collective worship are held, collectively and in the classes to ensure that they meet the statutory requirements.

Matters for attention as regards quality of Collective Worship

- Scope for structuring circle time

Excellent

Good

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Adequate

Unsatisfactory

Signed: Siw Brookes

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