

School Name: CEFN COCH, PENRHYNDEUDRAETH.

**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 teacher assessments and/or examination results.

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

**Standards in Religious Education – progress in learning**

The Foundation Phase

Most pupils ability to recall and respond to basic religious beliefs, doctrines and practices are developing well at the start of the Foundation Phase. By the top end of the Foundation Phase, most can talk about their work and suggest in simple terms why certain aspects of religions are important to some people – e.g. when dealing with the theme 'Jesus Birthday'. By the top end of the Foundation Phase, a few pupils can describe some of the religious beliefs, doctrines and practices – e.g. Jesus as a gift to the world.

Most pupils at the Foundation Phase can express personal responses describing their personal feelings and experiences –e.g. when looking at the theme 'Looking after our World.' By the top end of the Foundation Phase, many pupils ask questions about aspects of religion – e.g. 'question' characters from the story of the First Christmas, and also suggest some simple answers. Most pupils are also ready to voice an opinion when discussing 'fundamental questions' such as 'Is Jesus enjoying his birthday party?' and 'Am I grateful enough?' Develop most of the pupils ability to use simple but appropriate religious vocabulary across the Foundation Phase.

Key Stage Two

At the lower end of KS2, most pupils can recall and simply communicate some of the religious beliefs, doctrines and practices investigated – e.g. when investigating the 'fundamental question' 'Why is food so important for believers?' Most of them can describe how this aspect can impact the life of believers from various religions. A few of the pupils can note similarities and differences between the religions.

At the lower end of KS2, most pupils can ask questions about their personal experiences and suggest possible answers –e.g. when addressing the theme 'What creates happiness?' Many pupils succeed in answering the question/these questions presenting different ideas.

At the lower end of KS2, most pupils can describe their feelings, actions and opinions. Most can describe their opinions and feelings providing comments on other viewpoints. A few pupils are starting to explain how their feelings and opinions differ from those of others.

At the lower end of KS2, the ability of most pupils to use appropriate religious vocabulary is developed and many of them recognize that religious symbols have meaning.

By the upper end of KS2, most pupils can describe some of the religious beliefs, doctrines and practices investigated – e.g. when addressing the question "How and why do believers care for others?" Many of them can explain why believers believe and act as they do and provide specific examples to support this. Most pupils can note similarities and differences between different religions. A few pupils succeed in making links between different religions.

By the upper end of KS2, most pupils can discuss questions that arise from their personal experiences, the world around them and aspects of religion, offering their personal opinions –e.g. when dealing with the philosophical enquiry "How to be good?" Many pupils can discuss their responses and a few of them justify ideas.

By the upper end of KS2, most pupils can describe their feelings, their actions and opinions and offer simple comments on others viewpoints. Most pupils can explain how their opinions and feelings differ from those of others.

By the upper end of KS2, most pupils ability is developed to use a range of appropriate religious vocabulary and identify some religious symbols.

**Matters for attention**

Standards of achievement of upper tier pupils throughout the school is measurable against outcome/higher level requirements.

<b>Excellent</b>		<b>Good</b>	✓	<b>Adequate</b>		<b>Unsatisfactory</b>
------------------	--	-------------	---	-----------------	--	-----------------------

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

- Self-evaluation should consider the following indicators: the time allocated to the subject, teachers subject-based information, specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work allows headteachers and heads of department to form an opinion about 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 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

Foundation Phase teachers are familiar with the National Framework for presenting RE. They have identified specific skills involving People, Faiths and Questions through the Global Knowledge and Understanding and Personal and Social Development, Well-being and Cultural Diversity. They understand that pupils should have opportunities to develop their skills by focussing on the following range : insight into religion, religious people and religious aspects: exploration of the impact of religion on people's lives and capacity to provide guidance; ask questions; investigate and express meaning through signs and symbols; express personal responses; look at responsibilities; explore more complex questions.

Likewise, KS2 teachers are familiar with the National Framework for presenting RE for pupils. They are aware that pupils should have opportunities to develop their skills, knowledge and understanding of Christianity and the principal religions through the inter-relationship of the subject's three core skills, namely 'Dealing with the Fundamental Questions,' 'Exploring Religious Beliefs, Doctrines and Practices' and 'Expressing Personal Responses'. They also understand that pupils should have opportunities to develop their skills through focussing on the following range:

'The world,' 'Human experience,' and 'Searching for meaning.'

All pupils receive a weekly RE lesson, in compliance with statutory requirements.

The school Humanities co-ordinator received HADA training this year ( 2012/2013.) He gained huge benefit from the 5 days of creating a professional learning community in the Humanities field with RE being an integral part of the training. He cascaded information at subsequent staff meetings.

Focus activities are purposefully planned and in detail across the Foundation Phase –e.g. themes 'Jesus Christ's Birthday' 'Marriage' and 'Saying Thank you.' By the upper end of the Foundation Phase, the pupils have opportunities to 'plan' activities to enrich the learning zones that integrate and reinforce focus tasks.

Likewise, KS2 schemes are detailed and purposeful and ensure order and progression. Focussing on Fundamental Questions has ensured that pupils investigative skills have developed.

'Assessment For Learning' has been adopted as a tool to raise standards at the school. Here is the core of our self-evaluation system when pupils work is scrutinized and in class observations. Consequently, all teachers are aware of the essential elements that contribute towards effective teaching and learning. This is scrutinized when observing an RE lesson or task in the classes and evidence of this is sought in pupils books when monitoring their work :

- learning criteria
- questioning
- providing and responding to feedback
- assessment/self-assessment/peer assessment
- use the information gained through assessment so that pupils make progress.

'Thinking skills' methods are used as steps to inspire the pupils as they deal with a fundamental question or specific subject in RE. These have been carefully planned to ensure diversity and follow-up so as to avoid excessive repetition of the same method.

The school uses 'Incerts' progress tracking system for every pupil. This enables teachers to look at a pupil's achievements face to face with outcome/level requirements. Of course, RE forms part of the same tracking system.

A wide range of materials is used to enrich the studied themes: story books, information books, large books, artefacts, ITC resources, visits to places of worship, school visitors etc.

### Matters to focus upon

Ensure that tasks provided for upper tier pupils throughout the school are in accordance with firm strands within outcome/higher level requirements.

Continue to ensure that the set success criteria are compatible with RE Framework requirements.

Consider 'simplifying' diction of RE levels for KS2 pupils so as to enable them to self-assess their work/assess their peers in light of these levels.

Excellent		Good	✓	Adequate		Unsatisfactory	
-----------	--	------	---	----------	--	----------------	--

### Collective Worship

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

Does the 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 Features as regards quality of Collective Worship

All pupils participate in daily collective worship, in compliance with statutory requirement.  
Pupils can be withdrawn from collective worship, if so requested by parents.

The collective worship is held at the class, key stage or whole school level. The aim is for pupils to feel that our collective worship periods are 'special' times separate from the usual class or school activities. This is done through opening a Bible/lighting a candle/darkening the room...

The vast majority of our acts of collective worship are wholly or mainly Christian in nature.

During the collective worship, pupils have an opportunity to conduct one or several of the following:

- Reflection - through listening and watching.
- Responding – collective worship periods are not times for passivity.
- Reading.
- Role play
- Prayer - silently/aloud/The Lord's Prayer.
- Singing - hymns.

We feel that collective worship makes an important contribution to pupils personal, spiritual, moral, social and cultural development. Opportunities are taken to develop aspects of PSE, Global Citizenship and the Cwricwlwm Cymreig during our periods of collective worship.

We welcome individuals from religious organizations to the school to hold services –e.g. Nia from Coleg y Bala. Pupils also hold special services at houses of worship in the community – Thanksgiving and Good Will services.

#### Matters to focus upon as regards quality of Collective Worship

Review the collective worship plan prepared to ensure diversity and cohesion in the activities.

Excellent		Good	✓	Adequate		Unsatisfactory	
-----------	--	------	---	----------	--	----------------	--

Signed: Rhys M Glyn (Headteacher)

Date: 01 / 07 / 13