

School Name :Baladeulyn

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

- Care at the school is exceptionally good.
- The school is a closely knit community and teachers and assistants promote pupils well-being very well.
- The pupils are happy to openly converse with staff.
- School arrangements promote spiritual, moral, social and cultural development very well. There is focus on the environment and local history and participation in the local Eisteddfodau.
- The PSE scheme is implemented that very well promotes an understanding of equality and diversity. Examples of this are regularly seen e.g. Schools Contact Officer, collecting towards charities
- An emphasis is placed on the opinion of the child and this is apparent in the class councils and questionnaires.
- An emphasis is placed on creating an acceptable, pleasant environment that promotes a positive, hard-working response from the pupils and teachers in the learning environment.
- Equal opportunities are provided for everybody at the school.

Matters for attention

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

- A school 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 form an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are encouraged and motivated to achieve high standards.
- Primary schools should refer to the 'People, Faiths and Questions' 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

The teaching: planning and range of strategies

- The school is a close knit community where everybody has an equal opportunity to actively participate in the life of the school and the wider community. Through our schemes and daily activities, the children develop skills and values such as respect, care, responsibility and concern
- The children display mutual friendship in formal and informal situations. There is an excellent relationship between the children and school staff.
- Under the procedures of RE and the school's PSE work, pupils become aware of differences within the community. They gain a stronger understanding of the broader community through the wide diversity of regular visitors to the school e.g.nurse, fireman, police woman, road safety workers, Carys Ofalus so that they gain very good social skills.

- The children show respect for rules, care for each other and are willing to discuss their feelings. Their self-confidence and self-esteem have developed very well.
- The teachers have very good subject-based knowledge which they are qualified to present.
- The school has received Fair Trade School accreditation with an excellent report that notes that it is apparent that the school and pupils take the work “seriously”. The pupils awareness of ADCDF has developed very well through this. There is planning for “People, Faiths and Questions” alongside “Global Knowledge and Understanding” at the FP.
- Regular observation is planned and comments indicate that good practices contribute towards the quality of the lessons. This has enriched the children’s experiences and they well develop skills.

Matters for attention

- . The school needs to develop international links so as to further enrich the children’s experiences.

Excellent		Good	√	Adequate		Unsatisfactory	
Collective Worship							

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

Does the collective worship meet statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, ‘Supplementary guidance on reviewing Collective Worship in non-demominational schools’ (ESTYN, September 2010) , ‘Religious Education and Collective Worship’ (Welsh Office Circular 10/94)

Good features as regards quality of Collective Worship

- The school and classroom services and circle time provides an equal opportunity for everybody to participate and boosts every child’s self-confidence.
- Joint Circle Time sessions are regularly held. The pupils meditate, share feelings and ideas very effectively.
- Services are regularly held jointly or in the classes that promote pupils spiritual, moral and social development. Arrangements for worship meet the statutory requirements.
- PSE is integrated into the school’s daily life so that life values are daily reinforced very well.
- The school also very well promotes a sense of responsibility whilst pupils socialize, participate in their learning experiences and in extra-curricular activities.

Matters for attention as regards quality of Collective Worship

- Provide more opportunities for the minister to visit and hold services with the children.

Excellent		Good	√	Adequate		Unsatisfactory	
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Signed: **Esme Spencer** (Headteacher)

Date: 10/10/13

