

**Religious Education**

**Key Question 1: How good are outcomes in RE?**

- The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and RE) and include an evaluation of teachers assessments and/or examination results.

**References:** ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Exemplar Guidelines and Profiles (2011), 14-19 (2009).

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

Most of the pupils get on well together and standards of behaviour of most of the pupils is good. They have a caring attitude towards one another and show respect towards children, staff and visitors. The children have good standards in their spiritual and moral awareness. They make an effective and appropriate contribution, showing mutual respect and respect towards others. The School Council regularly organizes charity fund-raising campaigns - e.g. Children In Need, Macmillan Cancer, JDRF.

Through studying global catastrophes, the pupils effectively discuss justice and fairness.

Pupils can effectively narrate religious stories through their writing and role play. They know many religious stories from memory and can describe how people practice their faith

At the regular collective worship sessions, the pupils meditate and provide impromptu prayer showing empathy, tolerance and a concern for others.

They have a good appreciation of other beliefs as well as Christianity.

The school successfully prepares pupils who achieve well.

**Standards in literacy, numeracy, ITC and thinking skills**

**Literacy Skills:**

**Oracy and listening**

- The majority of pupils speak both languages confidently. A low percentage of the pupils speak Welsh at home, however, they can vary their conversation in different situations.
- Although the majority of pupils arrive at the school with English oracy skills far higher than in Welsh, end of Key Stage 2 data reflects the school’s hard work in reconciling performance across both languages.

**Reading**

- Most of the pupils can discuss what they have read, showing an understanding of various texts. They can express a view on texts.
- At the Foundation Phase, a robust understanding is developed of phonics to build words and develop reading skills. Tric a Chlic has been used since spring 2016 and has a positive impact on standards with many Reception class pupils making good progress with their reading.

**Writing**

- There is evidence in pupils books that standard of writing cross-curricularly is of the same standard as that presented in Welsh and English lessons. Geirio Gwych techniques are effectively used to develop extended writing cross-curricularly. The quality of work of most of the pupils is good in both languages.
- When planning, it is ensured that various types of writing are presented each term. The types are presented in

appropriate forms, and the pupils books show that a cross-section of writing genres have been studied. Pupils regularly do extended writing, with appropriate measures that lead to extended compositions.

- Cross-curricular extended writing has developed well, with high quality tasks seen in the books of a majority of pupils. There is language balance and various forms. Throughout the school there are more opportunities for extended writing and in Y2, Y5 and 6, many pupils quality of work is good.

### Numeracy Skills

- The majority of pupils can transfer what they have learnt in Mathematics lessons cross-curricularly. The pupils receive several opportunities to develop numeracy, and the pupils work corresponds to Numeracy Framework requirements, and is appropriate for age-group and ability. Tasks are set that challenge every learner Group, including MaT.

### ITC Skills

- The majority of pupils confidently use ITC (computer and iPads) for information gathering off the Internet cross-curricularly. At the upper end of the school, most pupils can effectively use apps such as pages and Keynote, merging and importing pictures, videos and music to create a presentation. They effectively use word processor programmes on computers such as Word and presentation programmes such as Publisher.
- 2simple programme is used at the Foundation Phase to create pictograms, block graphs and bar charts. The pupils work is appropriate for age-group and ability.
- At KS2, pupils use ITC to draw charts such as pie chart and graphs. They can effectively create and explore databases using Hwb+.
- Pupils at the upper end of the school can use Excel programme to create a spreadsheet and draw a graph from the data.
- The pupils can use coding programmes such as Scratch and j2code ar Hwb+

### Thinking Skills

- Thinking skills are developed throughout the school, Efl is implemented throughout the school. Pupils take greater responsibility for their learning as they progress through the school, they form part of the SC setting process throughout the school. Pupils assess peers work. Older pupils identify the skills that they have developed in tasks and pupils regularly self-assess.

### Matters to focus on

- Continue to develop Efl – ensure consistency in SC set for writing
- Ensure that pupils have regular opportunities to improve upon compositions and respond to feedback
- Ensure that quantitative feedback is provided
- Continue to develop knowledge on different religions focussing on learning about religions messages on how to live well.
- Continue to develop literacy, numeracy and ITC skills cross-curricularly.

Excellent		Good	X	Adequate		Unsatisfactory	
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### Key Question 2: How good is RE provision?

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, specialization and the teachers 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 a judgement on 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, Faiths and Questions' provision for Foundation Phase learners 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, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Model Guidelines and Profiles (2011), 14-19 (2009).

### **Teaching in religious education: planning and range of strategies**

We appropriately plan for the subject. The lessons are carefully planned to instil interest and provide a range of valuable and engaging experiences and activities. The teachers plans are planned in detail and defined for skills and the Frameworks. The subject is appropriately time-tabled at the school.

A number of various teaching strategies are used when teaching RE to instil the pupils interest and the pupils positively respond showing satisfaction. The pupils experiences are enriched through a combination of good work on and off the premises through various visits and extra-curricular activities (e.g.annual visit to Coleg y Bala to learn about Easter).

Assessment for Learning is regularly used to enrich the provision. EfL strategies have been focussed upon as one of the SDP's main priorities in 2015/16. The pupils develop to set their own S.C. for tasks. All the children, including those at the FP reflect on end of focus tasks if they have succeeded in their task.

Through thematic teaching providing opportunities for the pupils to lead their own learning, planning work to teach RE as a subject that ensures that the school's entire curriculum is enriched – e.g. through learning about Geography in the news and the story of famous people e.g. Martin Luther King, Mother Teresa, Nelson Mandela

### **Skills Provision: literacy, numeracy, ITC and thinking**

#### **Skills Provision**

- Skills development provision is good throughout the school and is effectively incorporated in every pupil's experiences.
- Literacy and numeracy skills are cross-curricularly developed in activities that are appropriate for age-group and ability. Tasks and activities are effectively differentiated for ALN and MaT pupils. Scrutiny processes in 2015-16 indicated that the majority of pupils made good progress in lessons, acquiring new skills.
- National tests are analysed to identify learner groups who experience difficulties, and MAT pupils.
- Target groups reports indicate that assistants are effectively used to target pupils who have difficulties in aspects such as reading, working with the pupils on IEP targets. Pupils who have difficulties in numeracy are focussed upon in small groups.

#### **Literacy and Numeracy Framework (LNF)**

- There is effective planning for LNF cross-curricularly, activities and tasks of high quality develop the skills and address NLF requirements. Regular scrutiny ensures that pupils work is of appropriate standard and narrative, and meets recent requirements.
- It is ensured that there are opportunities to revisit to enhance understanding, with practiced skills then being developed cross-curricularly.
- A clear link is observed between the pupils work and the LNF.

#### **Communication skills:**

- Teachers carefully plan to develop listening, oracy, reading and writing.The long term plans note types of writing and the forms. It is ensured that extended writing occurs cross-curricularly, with pupils improving

compositions and regularly re-drafting.

### Number skills

- There is effective planning to develop numeracy cross-curricularly, with clear contacts to the LNF in the plans.
- It is ensured that skills have been presented in the Maths lessons and are then cross-curricularly developed.
- The enriching tasks in the pupils books at the upper end of the school correspond to LNF requirements.
- Following guidance from an Assistant Partner on cross-curricular numeracy planning, better quality tasks are observed in pupils books.

### ITC Skills

- Appropriate progression is observed in pupils ITC skills from the FP to KS2, and from year 3 to 6.
- Programmes such as 2simple are effectively used at the Foundation Phase, then ipads and laptops for a specific purpose at KS2.
- The provision ensures that almost all the pupils possess robust ITC skills at the end of KS2.

### Thinking Skills

- Teachers plan more effectively to develop thinking, ensuring more opportunities for pupils to improve upon work. Quality of feedback on pupils work has improved throughout the schools, with clear next steps to be seen, especially in the work at the upper end of the school.
- Through adopting aspects of Geirio Gwych, teachers have transferred greater responsibility to pupils to improve upon their work, and the process has more effectively developed thinking skills.
- It is ensured that the pupils have a more central role when setting SC throughout the school, and the teachers develop more opportunities for pupils to self-assess and assess peers work.
- Pupils have more opportunities to take responsibility for their work through planning and appraisal.

### Matters to focus upon

Ensure enough resources and artefacts to teach the pupils about beliefs and other practices.  
 Continue to seek opportunities to teach RE cross-curricularly.  
 Continue to try and identify opportunities to develop Literacy and Numeracy skills through RE.  
 Continue to develop aspects of Assessment For Learning such as growth mindset  
 Raise standards of literacy and reading to achieve higher levels

Excellent		Good	X	Adequate		Unsatisfactory	
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## Collective Worship

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

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), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).

### Good features of quality of Collective Worship

A wide range of effective strategies are used during morning services to promote the pupils spiritual development. At joint collective worship sessions, it is ensured that there is an appropriate environment and ethos and the children have an active role and are encouraged to meditate, and develop enough confidence to improvise simple prayer. The Lord's Prayer is recited at every collective service.

Members of the community are regularly invited to lead religious services for the children – e.g. Nia from Coleg y Bala.

We ensure that moral, as well as spiritual aspects, form part of the services. There is focus on global catastrophes/disasters at services and in lessons to develop empathy towards others.

**Matters to focus upon regarding quality of Collective Worship**

Ensure that a teacher takes responsibility for organizing services following HR's maternity leave

Plan that classes take the collective service every term

Excellent

Good

X

Adequate

Unsatisfactory

Signature : Joanna Thomas (Headteacher)

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