

School: Penybryn Tywyn

Address: Ffordd Cadfan, Tywyn, Gwynedd. LL36 9EF

Religious Education

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

- 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 Religious Education) 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 Model Guidelines and Profiles (2011),

Standards in Religious Education – progress in learning

- When scrutinizing pupils books, it is observed that the majority of pupils are well informed about holy books, places of worship, such as Sant Cadfan’s Church, and its impact on the town of Tywyn, religious ceremonies such as baptism and festivals that are important for Christians/Jews/Muslims. **It was observed that work was being done on pilgrimage in yr 5 and 6.** At the foundation phase, work is observed on people and assisting others and festivals such as Thanksgiving and Christmas; the Jewish Easter, and Mari Jones and the value of the Bible to her. Examples are also observed of work in the pupils books that refer to the idea of belonging and being part of a different community. Also observed were stories of people who inspire such as Rosa Parks, and holy books such as the Bible, Qu’ran and Lord’s Prayer. Being a steward and looking after God’s world is a key part of the pupils understanding of the importance of religion in this.
- An analysis of teachers assessments indicate an improvement in standards since 2010 following re-structuring of the school’s scheme of work to fine-tune standards, and what is taught is in much greater depth. Around half year 5 and 6 pupils have made very good progress in their methods of expressing and reasoning religious explanations. A minority in Year 3 require support to achieve level 2-3 features.
- Lesson observations show that many Year 1 and 2 pupils can handle and respond to live experiences and identify what is important to them especially using Ysgol Dina weekly. Most of the pupils could watch a programme or listen to a guest speaker from Christian aid to explore and express an opinion on how others assist us and how religious values teach us about to look after others and the world.
- Flow and consistency with relevant experiences is obvious in the lessons throughout the school. This is built upon at KS2 to observe the link between religious beliefs and practices.
- The cross-curricular activity of books scrutiny indicates that many of the pupils display consistent literacy skills in extended writing. It is observed that complying with religious rules and its impact on the Christian as well for justified anger receives extremely effective focus. The majority of pupils can read a range of religious sources such as report on the work of William Booth and cymdeithas y cymod, also non-religious sources such as the story of Rosa Parks to develop an understanding of dealing with racism. However, there is insufficient evidence of pupils developing their numeracy/ITC skills in RE.

There is a need to:

- Improve the ability of a minority of pupils, using ICT to interpret RE?
- Develop the writing of y3 and 4 pupils through using a range of interpretations to write a comprehensive explanation of the impact of religion on local communities.

Standards of literacy, numeracy, ITC and thinking

- When scrutinizing pupils books, it is observed that the majority of pupils are well informed about holy books, places of worship, religious ceremonies and festivals that are important for Christians/Jews/Muslims.
- Continue to ensure that pupils achieve high levels in extended writing on religion and its impact on our world.

Matters to focus upon

- Ensure that RE is not confined to history, e.g. of how and why Christians want to look after the homeless and link this with the Bible.
- Strike a balance between English and Welsh.

Excellent

Good

x

Adequate

Unsatisfactory

Key Question 2: How good is the RE provision?						
<ul style="list-style-type: none"> • The following indicators should be considered when self-evaluating: the time allocated to the subject, subject-based information, specialization and teachers 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 a view 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 provision 'People, Beliefs and Questions' for Foundation Phase learners as well as RE at KS2. • Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and RE). 						
<p>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).</p>						
<p>Teaching in religious education: planning and range of strategies</p> <ul style="list-style-type: none"> • It was observed that the time allocated to the subject met curriculum requirements. Lessons are planned weekly and termly in an organized and effective manner that provide live experiences and ensure flow and consistency from one year to the next. The subject co-ordinator possessed wide-ranging information about the field that is effectively transferred to the teachers and pupils. It was observed that the teachers specialization and professional development was developed through constant monitoring and receiving regular information and useful courses from time to time. The programme of study has been adapted to relate to the pupils everyday life using a range of the learning resources on the interactive white board, artefacts and resources from the web or work sheets. • A thorough evaluation of lesson observations and pupils work allows headteachers and subject co-ordinator to form an opinion about quality of teaching in RE lessons at the school. Pupils are motivated and encouraged to achieve high standards every time in accordance with the rest of the curriculum. • It was found that the provision 'People, such as work on fair trade and Christian aid, Richard Taylor, was successful and useful to the pupils. It was observed that pupils further understood beliefs such as Judaism and Islam. It was observed that consistency of light in 3 religions was important when worshipping. • Effective questions are used to enhance on the skilful work that pupils can achieve. It is observed that this applies to Foundation Phase learners as well as RE at KS2. 						
<p>Skills Provision: literacy, numeracy, ITC and thinking</p> <ul style="list-style-type: none"> • It was observed that most of the work used literacy and numeracy skills and indicates an improvement in standards since 2014 • It was found that opinion is regularly expressed and that providing explanations for this is part of more challenging work in years 5 and 6. • A little data work was observed such as parcatices of pupils attending a chapel or church. • Suitable success criteria was set for around half the lessons. 						
<p>Matters to focus on</p> <ul style="list-style-type: none"> • It was adjudged that further work was required on the contents of ITC skills in the day to day work and also being able to interpret more questionnaires that express the views of the children and their families on matters related to religion in our lives. • Ensure that the majority of pupils understand religious terms and can use them sensitively in their extended writing work. • Continue to set SC to include subject skills as well as literacy and numeracy. 						
Excellent		Good	x	Adequate		Unsatisfactory

Collective Worship

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

Does the collective worship comply with the statutory requirements?

Yes **x**

No

Referrals: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'RE and Collective Worship' (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales Association of SACREs, June 2012).

Good aspects of quality of Collective Worship

Pupils have an opportunity to have a lead role in the morning and termly services such as Christmas and Thanksgiving. Almost all have also been part of an audience or of community services. Members of the local church present an activity "Agor y llyfr" weekly that improves the pupils understanding of Bible stories. Services are led by teachers and the school headteacher.

A broad range of resources and artefacts, pictures and posters are used to explain the messages of the services. It was observed that Service morning stories follow class themes e.g. the story of Dr Barnado when following the homes and refugees theme. Reporting the history of religious leaders, understanding moral lessons when regularly discussing them, as well as prayers that the children have written, has a very positive impact on the pupils grasp of the importance of religion in their lives.

A daily Service is organized at the school for the foundation phase and Key Stage 2 with various children or people regularly leading.

There is a trend over a 4 year period for children to be more willing to respond in public.

An improvement is observed in the aspect of many of the children when attending religious buildings such as St Cadfan's Church and local chapels.

The school supports a huge number of local, national and International charities every term.

Specific services are presented at special occasions such as Dydd Santes Dwynwen, children in need day, St David's Day etc.

Matters to focus on regarding quality of Collective Worship

- Need to continue to seek opportunities for pupils to have an integral role in the school morning services.
- Parents are encouraged to join assemblies occasionally.
- Continue to use a period at the end of a service to praise children on good features of behaviour towards others as well as themselves such as Star service.
- Need to continue to ensure that the children know from which book in the Bible stories come e.g. story of Daniel = old testament book of Daniel. Y gwynfydau new testament; story of Jesus new Testament.

Excellent

Good

x

Adequate

Unsatisfactory

Signed: Menna Wynne-Pugh

(Headteacher)

Date: 5.1.17