

School : Abersoch

Address : Lôn Gwydryn, Abersoch, Pwllheli, Gwynedd LL53 7EA

### Religious Education

#### Key Question 1: How good are 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 contain 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), 14-19 (2009).

#### Standards in Religious Education – progress in learning

Through talking and discussing with the pupils, it is seen that the majority are well-informed about Christian practices specifically, such as an understanding of Bible stories, places of worship such as Chapel or Church and the relevant Christian festivals – the important events as well as important ceremonies such as Baptism, receive into the church, Marriage and death. The majority of the pupils can report on the important periods within the Church, namely the above. An analysis of teachers assessments show that standards are good on the whole but Reception Y pupils require more support to respond more confidently to the work.

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

A practical cross-curricular activity such as a mock marriage that almost all the pupils show consistently good literacy skills when reporting on their verbal experiences and participation in a mock marriage ceremony. The majority of the pupils have developed their ITC skills satisfactorily through using cross-curricular activities on Christianity on HWB. By KS2, the majority have a good subject-based vocabulary and intelligently contribute to discussions, describing a visit to experience a practical Easter visit at Coleg y Bala.

#### Matters to focus upon

Develop the pupils extended writing skills as they learn about religions other than Christianity such as Hinduism e.g. to simply differentiate between different Christian/Hindu practices.

Excellent

Good

✓

Adequate

Unsatisfactory

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

- The following indicators should be considered in self-evaluation: the time allocated to the subject, subject-based information, 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 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, Beliefs 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 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

The schemes of work and class books indicate that the school prepares valuable and practical RE activities that successfully meet local Agreed Syllabus requirements.

Whole school projects, along with visits from regular visitors such as Rev Andrew Jones and Nia Williams ( Coleg y Bala) enrich and reinforce pupils experiences. The school utilizes these successful opportunities to instil their interest and enjoyment and organizes memorable experiences for them such as a community mock marriage.

During Spring Term 2017, the pupils curiosity and understanding was gained as they learnt about people's various roles when creating a mock marriage and selecting pupils to be a groom, bride etc.

#### Skills provision: literacy, numeracy, ITC and thinking

Pupils receive regular opportunities to recall religious stories and gain practical experiences and regular use of ITC when dealing with RE in general. From experiencing learning about baptism, marriage and holding a communal mock marriage, the pupils use a range of their skills effectively in several fields cross-curricularly.

<b>Matters for attention</b>							
The verbal experiences and skills now need to be built upon to develop extended writing. Nurture pupils understanding of another religion apart from Christianity, understanding that there are several types of religion in the world and that they should show respect towards them all.							
<b>Excellent</b>		<b>Good</b>	✓	<b>Adequate</b>		<b>Unsatisfactory</b>	

<b>Collective Worship</b>
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<b>Key Question 2: How good is the provision for collective worship?</b>		
<b>Does the collective worship comply with statutory requirements?</b>	<b>Yes</b> ✓	<b>No</b>
<b>References:</b> 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).		
<b>Good aspects of quality of Collective Worship</b> There is effective provision to promote the pupils spiritual, moral, social and cultural development and this successfully contributes to the caring ethos. The morning Services reinforce the school's values and visits to places such as Coleg y Bala and participation in exciting projects such as celebrating marriage is beneficial to the pupils knowledge and spiritual development. The pupils ,together with the parents and the wider community have held a walk to fund medical equipment for local schools and cafes. This has a positive impact on the pupils awareness of living in a community.		
<b>Matters to focus upon regarding quality of Collective Worship</b> Collective worship sessions set a Christian and moral ethos and creates a satisfactory reflective ethos but pupils require more opportunities to gain confidence when asking and answering specific questions to express an opinion on relevant moral issues.		
<b>Excellent</b>		<b>Good</b> ✓
		<b>Adequate</b>
		<b>Unsatisfactory</b>

Signature: *Linda A. Jones* (Headteacher)

Date: 06/10/17