

School: Ysgol Cwm y Glo

Address: Cwm y Glo, Caernarfon, Gwynedd, LL55 4DE

Religious Education

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

- Self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.

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

Due to a period of staffing instability at KS2 during 2017 (class has been taught by 4 teachers), progress in learning in the subject was found to have fluctuated from term to term during the year.

However, Estyn inspection report November 2017 recognizes that the pupils are ‘aware of the requirements of others from the local area and overseas who are less fortunate ... and are successful learners...’

Teachers assessments in INCERTs indicate that the pupils achieve appropriate levels in the subject.

Standards of literacy, numeracy, ITC and thinking skills

Evidence is found of pupils developing literacy and ITC skills in the subject.

Matters for attention

There is a need to ensure that pupils have more opportunities for skills development at an appropriate level in the subject.

Teachers to make better use of INCERTS assessments to plan the next step in the subject in order that the pupils make progress, especially in years 5 and 6.

Excellent

Good

Adequate

✓

Unsatisfactory

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

- Self-evaluation needs to take the following indicators into account: 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 allows headteachers and heads of department to form a judgement on quality of teaching in RE lessons within 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.

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 Exemplar Guidelines and Profiles (2011), 14-19 (2009).

Teaching in Religious Education: planning and range of strategies

Due to a period of staffing instability at KS2 during 2017 (4 teachers have taught the class), subject provision was found to be inconsistent.

Since November 2017, an allocated period has been scheduled to provide regular, weekly attention to the subject and the provision is being re-planned to focus on the breadth of the Exemplar Programme of Study at KS2.

As a consequence of KS2 books scrutiny activities, it was observed that aspects of the Exemplar Programme of Study have received greater focus (Exploration of religious beliefs, doctrines and practice (s) than others (Express personal responses).

INCERTS assessments indicate that Foundation Phase pupils make good progress in their Personal and Social Development, Well-being and Cultural Diversity with the majority of pupils reaching D6.

Skills Provision: literacy, numeracy, ITC and thinking

There is evidence of pupils developing literacy and ITC skills in the subject.

Matters for attention

Provision re-planning identified for focus in post-inspection plan November 2017.

Excellent		Good		Adequate	✓	Unsatisfactory	
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Collective Worship

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

Does collective worship comply with the 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 aspects regarding quality of Collective Worship

Daily joint management periods scheduled and implemented.

Services are regularly led by the Headteacher, teachers, Open the Book Friends, members of EfE Scheme, and pupils in turn. The majority of pupils have a regular active role in the services. Regular periods are provided for the majority of the pupils to calm down and reflect on presentation.

Pupils have used the collective worship periods to act on behalf of charities e.g. Caernarfon Food Bank, Children In Need, Water Aid, Air Ambulance and fund-raising for those in an emergency e.g. local community following Nepal earthquake, and adopt guide dogs.

Matters to focus on regarding quality of Collective Worship

More opportunities for KS2 pupils to lead morning services at the school on what is important to them.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Signature: *Nia G. Oliver* (Headteacher) Date: 17/1/18