

School: Sarn Bach

Address: Sarn Bach, Pwllheli, Gwynedd

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 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), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

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

When scrutinizing pupils books, it is observed that the majority of pupils are well-informed about religious ceremonies and festivals that are important for Christians and Muslims. An analysis of teachers assessments indicate that the majority of pupils make the expected progress. Teachers observations indicate that many of the pupils can discuss religious and moral issues well.

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

A books scrutiny cross-curricular activity indicates that the majority of pupils display regularly consistent literacy skills through their RE work.

Pupils confidently use ITC skills when investigating religious matters.

**Matters to focus upon:**

Need to look at how RE is planned throughout the school so as to ensure definite progression.

Excellent

Good

x

Adequate

Unsatisfactory

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

- The following indicators should be considered when self-evaluating: the time that is allocated to the subject, subject-based information, teachers specialization and professional development, suitability of the programme of study and range of teaching resources used.
- An evaluation of lesson observations and pupils work allow 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 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 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**

Activities are purposefully planned and within themes if at all possible. Practical and diverse activities as well as visits are planned. Visitors hold regular services at the school and the pupils respond well to these.

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

Thinking and ITC skills are consistently and regularly developed through various RE activities. Literacy skills develop well through extended writing tasks within RE.

**Matters to focus upon**

Excellent		Good	x	Adequate		Unsatisfactory	
-----------	--	------	---	----------	--	----------------	--

<b>Collective Worship</b>
---------------------------

<b>Key Question 2: How good is provision for collective worship?</b>
--

<b>Does collective worship comply with the statutory requirements?</b>	<b>Yes</b>	<b>No</b>
--	------------	-----------

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 \(Association of Welsh SACREs, June 2012\)](#).

**Good aspects of quality of Collective Worship**  
Pupils daily participate in collective worship. A wide variety of services are prepared that respond to global events. Pupils have time to think during services and to talk about any thing that is linked to the service. They do so maturely. yn gwneud  
The pupils are taught a variety of hymns and religious songs and they sing these during services.

**Matters to focus on regarding quality of Collective Worship.**  
We are currently aranging a school time-table for services where the pupils lead and participate. Although this occasionally occurs, we feel that this practice requires standardization.

Excellent		Good	X	Adequate		Unsatisfactory	
-----------	--	------	---	----------	--	----------------	--

Signature: Nina Williams (Headteacher)

Date: 30/01/18