

**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 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), 14-19 (2009).

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

- Standards achieved by many pupils throughout the school in RE are good.
- Books scrutiny practices indicate that many pupils benefit from a broad range of RE experiences and that these experiences successfully contribute towards enhancing those pupils understanding.
- Estyn 2017 Report notes that the pupils standards of well-being, emotional, moral and spiritual standards are good. Examples of the school’s RE work indicate that an effective cross-section of cross-curricular literacy activities are presented to the pupils that effectively assimilates with the Locally Agreed Syllabus requirements.
- Estyn 2017 report notes that the majority of the pupils develop into moral and informed individuals.
- The majority of the pupils display positive aspects and a competent grasp of the importance of celebration and respect for various cultures and a robust awareness of the importance of standing up against racism.

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

- **The majority of pupils possess good skill standards.**
- **The literacy skills of the majority of pupils throughout the school develop well through RE activities.**
- **The ITC skills of the majority of the pupils develops very well throughout the school. However, their experiences in RE context are currently limited.**
- **The thinking skills of the majority of pupils are developing very effectively throughout the school.**

**Matters to focus upon**

- Ensure that numeracy skills are developed in various contexts throughout the school including RE.
- Continue to ensure that there is a focus on RE throughout the school.

**Excellent**

**Good**

✓

**Adequate**

**Unsatisfactory**

**Key Question 2: How good is the RE provision?**

- Self-evaluation should consider the following indicators: the subject time allocation, subject-based information, the 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 enables headteachers and heads of department to form an opinion about 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 FP 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), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

**Teaching in RE: planning and range of strategies**

- School makes good provision for planning, promoting and developing an understanding of aspects of RE. Time is allocated weekly within every class across the school to introduce specific aspects of RE to the pupils that is appropriate to age-group and ability.
- Detailed medium term plans have been prepared throughout the school that are appropriate for age-group and ability.
- RE lessons have been scheduled across the age ranges and almost all the pupils have a consistently good grasp of Christianity and other religions.
- The majority of the pupils have a good grasp of other religions and of other global cultures.
- Almost all pupils appreciate their role and responsibility as global citizens and understand the importance of ventures and charities work such as Air Ambulance/ Children in Need and their impact on others lives.
- The School Council contributes towards the school’s daily activity and plays a prominent role in setting scheme priorities and the bias of the school’s charity work e.g. Christmassy boxes and Boxes for Syria.
- RE is core to the school plans and are scheduled weekly across the range.

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

<ul style="list-style-type: none"> <li>There is good skills provision at the school. Regular opportunities are planned to develop the pupils literacy, numeracy, ITC and thinking skills throughout the school.</li> </ul>							
<b>Matters to focus on</b> <ul style="list-style-type: none"> <li>Further develop the pupil's role and voice within the school.</li> <li>Develop Green World/School Council activities etc.</li> <li>Map out opportunities more purposefully and cross-curricularly throughout the school.</li> <li>Continue to purposefully plan for improved provision so as to give due focus to the skills.</li> </ul>							
Excellent		Good		Adequate	✓	Unsatisfactory	
<b>Collective Worship</b>							

<b>Key Question 2: How good is provision for collective worship?</b>							
<b>Does collective worship comply with statutory requirements?</b>					✓ Yes	No	
<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 Circular10/94), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).							
<b>Good aspects regarding quality of Collective Worship</b> <ul style="list-style-type: none"> <li>School arrangements for collective worship is good and fully complies with statutory guidelines and requirements.</li> <li>Responses and behaviours of almost all pupils are to be commended during the meetings and develops a sense of belonging and joint ownership at the school.</li> <li>The school's collective worship policy is implemented and is known to the entire school community.</li> <li>The central aspects of collective worship are included in all worship and has had a positive impact on the ethos of these periods at the school at both key stages.</li> <li>Open the Book Services are very regularly held following the establishment of a link with Caernarfon Chapels Association. These Services provide a very valuable opportunity for all the pupils to convene as part of a performance of a Bible story performed by members of the community. The services develop a sense of respect towards others as well as respect towards a Bible story. The majority of pupils reaction is very good during these periods with many enjoying the performances.</li> <li>The pupils participation is an integral part of school collective worship. The voice of the child figures prominently in the collective worship with several examples of children jointly preparing their class service. Parents attendance at the Services and these presentations is a system that has become established as a natural practice at the school.</li> <li>The school's Annual Thanksgiving and Easter Service are held at the school.</li> <li>Class Services that are a core part of the school's weekly awards Service have ensured and forged close contact with the parents community and makes them aware of the school's gifts and actions from day to day. This link has contributed to the school's homely ethos where Christian values are cherished such as kindness, forgiveness and tolerance. Some have succeeded in drawing in the school's wider community to appreciate the pupils achievements adding to creating a mutually appreciative environment and the partnership between the school and the home.</li> <li>The firm structure of the collective worship time-table has led to the development of the sense that the service is a special period of calm and meditation.</li> </ul>							
<b>Matters to focus upon regarding quality of Collective Worship</b> <ul style="list-style-type: none"> <li>Continue to ensure designated periods of collective worship at the school.</li> <li>Ensure that various staff members take responsibility for the worship.</li> <li>Departmental collective worship introduced in 2018-19.</li> <li>Pupils voice more prominent within collective worship.</li> </ul>							
Excellent		Good	✓	Adequate		Unsatisfactory	

Signed: *Alison Halliday* (Headteacher)

Date: 11.1.18