

Religious Education

Inspection Field 1: Standards in Religious Education

How well do pupils address the fundamental questions, explore religious beliefs, doctrines and practice(s) and personally respond to fundamental beliefs, doctrines, practices, and questions? What do you observe in their work that indicates progress made over time?

- Standards of religious education achieved by pupils at Ysgol Abererch are good. Almost all achieve work that is appropriate for their age and ability at the foundation phase and at KS2.
- An incerts analysis indicate that the majority of pupils make regular and good progress in religious education.
- Almost every pupil addresses fundamental questions and successfully explore religious beliefs. When scrutinizing pupils books, it is observed that many pupils are well-informed about holy books and stories, places of worship and religious rituals that are important in Christian and Muslim celebrations.
- Scrutiny of work books also indicate that pupils obtain opportunities to effectively develop their thinking skills. Many of the pupils successfully use and apply their literacy, numeracy and ITC skills in religious education with the most able pupils demonstrating very good skills. Preparing a personal e-mail to ask questions about the Diwali celebrations provided such an example.

Notes:

- Need to map out physical skills development opportunities
- Need to map out the principal religions across FP and KS2

Our pupils standards of religious education are **good.**

Inspection field 2: Well-being and attitudes towards learning about Religious Education?

What do you feel that pupils gain from religious education lessons?

- Learning walks and talking with pupils confirm that many of the pupils are interested in religious education and in learning about other religions and beliefs. They note, for instance, that religious education teach them about how to live a fair life and respect others and the world.
- Through religious education lessons, the pupils have opportunities to explore life's fundamental questions such as 'Whose world is this?' or 'Is everybody the same despite the difference in their skin colour?' in year 3 and 4.

Notes:

Pupils attitudes towards religious education at our school are **good.**

Inspection Field 3: Teaching and learning experiences in Religious Education?

How good is the planning and teaching in religious education? Provide examples of enriching experiences in religious education

- Through meticulous mapping work of the Foundation Phase framework and key stage 2 and the National Model Framework for Religious Education in Wales, the teachers ensure that all religious education statutory requirements are met.
- Thematic teaching of religious education sustains pupils interest. A broad range of stimulating, motivating and challenging experiences are provided to cater for all pupils requirements, including ALN and MAT pupils. This is confirmed by an equal opportunities policy and equality policy.
- RE lesson observations confirm that pupils very successfully develop a knowledge and grasp of religious beliefs, doctrines and practices and that many of the pupils subject skills are robust.
- Quality of RE planning builds well on previous knowledge and understanding and skills but there is scope to improve upon mapping work of other religions. The planning will require review to address 'Successful Future' recommendations.
- Through organizing visits to religious locations at least once annually, such as to the village church and through conducting a mock marriage or receiving a presentation from the rector about his work at the

church, the pupils gain a range of experiences outside the classroom and their interest in religious education is developed.

- Religious education reflects the nature of the school where almost all pupils are either Christians or do not follow any religion.

Notes:

Standards of religious education teaching at our school are **good**.

Inspection Field 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities assist pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their personal beliefs or values? How does religious education assist pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop robust values and establish their spiritual and moral beliefs?

- Religious education lessons assist pupils to become active citizens. A collective worship time-table indicates that pupils receive thematic presentations and services that encourage them to be active and conscientious citizens. There are community opportunities to further develop this such as hymn singing on a charity cd and carol singing at the Pwllheli Hwyl yr ŵyl at Christmas time.
- Religious leaders from the community hold regular collective worship services such as the minister and Father Dylan, the Abererch Church rector and this enables the pupils to understand their work in the community.
- Through doing work on the principal Christian religious celebrations, such as Easter, Whitsun and Christmas, the pupils have opportunities to reflect on fundamental questions and personal values such as 'How important is Easter for Christians?' or 'What is the significance of the gifts at Christmas time?'
- Class and whole school services are used to discuss issues related to equality and diversity such as discuss Rabin's family from Nepal whose lifestyle differs considerably from ours.
- The pupils learn about other religions through real situations, for instance, when year 3 and 4 pupils write to their 'pen-pal' at a school in London and are notified that they follow a Muslim or Islam religion and this makes them realise that others follow other religions apart from Christianity.
- The school meets statutory collective worship requirements.
- The Estyn Inspectors confirmed during the most recent inspection (February 2018) that the school regularly holds effective periods of collective worship, promoting pupils grasp of equality and diversity and successfully nurtures their spiritual and moral skills.

Notes:

Does the school meet collective worship statutory requirements?

Yes

√

No

Religious education's contribution to pupils personal development and community cohesion is **good**.

Inspection field 5: Leadership and management in Religious Education?

Does the religious education subject leader possess the necessary skills and understanding to effectively lead the subject? How do you know?

- The religious education co-ordinator effectively leads the subject through monitoring schemes and holding learning walks and successfully reports to the headteacher on the findings.
- The staff questionnaire notes that many would take advantage of Professional development in RE if an opportunity arose.
- In the school handbook, parents are notified of their entitlement to withdraw pupils from religious education. No pupil is currently withdrawn.

Notes:

Need to invest in resources to assist teaching of religious education.

Enquire about RE training courses.

Religious education leadership and management are **good**.

Aspects to focus on	Action	Who?	By when?
<p>Need to map out opportunities to develop physical skills</p> <p>Need to map out principal religions across FP and KS2</p>	<p>1. Decide on planning format – map out KS2 long-term.</p> <p>2. Co-ordinator to monitor plans – report to the headteacher.</p>	<p>SACRE do not have to be provided with these details but the school records must ensure clear accountability for staff and governors</p>	
<p>Investment required in resources to assist religious education teaching.</p>	<p>1. Co-ordinator to prepare an audit of all resources.</p> <p>2. Prioritize which resources will address curriculum requirements.</p>		
<p>Enquire about RE training courses.</p>	<p>1. Seek opportunities to receive RE training.</p> <p>2. Collaborate with schools in the school to school group – share good practices.</p>		

Summary evaluation that will contribute towards the school's evaluation of 'Personal Development (4.2)'

The school fully addresses religious education requirements. Estyn inspection held in February 2018 confirmed that the school regularly holds effective collective worship periods, promoting pupils understanding of equality and diversity and successfully nurture their spiritual and moral skills.

Headteacher Annwen Hughes

Headteacher's Signature A

hughes

Date: 30/04/18