

School: Hirael

Key Question 1: How good are the outcomes in Religious Education?							
<ul style="list-style-type: none"> The self-evaluation is based on lesson observations, evaluations of pupils work 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							
Standards in Religious Education – progress in learning Pupils able to confidently use investigation and enquiry skills to find out specific information. Pupil groups across the ability range discuss and share ideas when collaborating on a specific task/s. Pupils can confidently express a view and provide reasons when discussing questions and inquire. Pupils have opportunities to work on thinking skills tasks so as familiarize with learning new vocabulary and knowledge. Pupil groups confidently present completed work so as to address the fundamental question at the end of the work unit/activity							
Matters to act upon							
Teachers to ensure that LNF requirements are included in the planning Develop extended writing within the field.							
Excellent		Good	*	Adequate		Unsatisfactory	
Key Question 2: How good is the provision in Religious Education?							
<ul style="list-style-type: none"> The following indicators should be considered during self-evaluation: the time that is allocated to the subject, teachers information about the subject, specialisation and professional development, the suitability of the programme of study and range of teaching resources used. An evaluation of lesson observations and pupils work enable 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 ‘People, Beliefs and Questions’ provision for Foundation Phase learners and RE at KS2. Secondary schools should refer KS3, KS4 and KS5 (Religious Studies and Religious Education). 							
References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus							
The teaching: planning and range of strategies RE taught for an hour weekly. Programme of Study carefully divided so that all pupils have an opportunity to study an aspect of Christianity, and one of the world’s other religions and address questions about major global issues within each year. Use various teaching resources – reference books, visits to a location and by visitors, the Internet etc. Utilize the various ethnic background of the school’s pupils to learn about other faiths. The pupils are aware of and can confidently discuss the contribution made by religious leaders such as Martin Luther, Mother Teresa etc. The pupils are aware of various charities and their invaluable contribution towards improving the lives of others. The pupils are aware of the Bishop William Morgan’s contribution to religion/Christianity in Wales. Strengthen awareness of the Cwricwlwm Cymreig through discussing the story of Mari Jones and her Bible etc. Increasing use of thinking skills within the field promotes the pupils engagement and understanding in the lessons.							
Matters to address							
Further Develop Thinking and Independent Learning Skills within the field. Ensure that the LNF is purposefully integrated into the lesson/work plans.							
Excellent		Good	*	Adequate		Unsatisfactory	

Collective Worship

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

Does the collective worship comply with the statutory requirements?

Yes

No

References: ESTYN Inspection Framework Section 2.3.1, 'Supplimentary guidance on Collective Worship inspection at non-denominational schools' (ESTYN, September 2010) , 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of the Collective Worship

Pupils have a daily opportunity to participate in collective worship

Classes in turn responsible for a monthly service.

Contents of services diverse respecting the various religions and faiths within the school. Focus on morality, Religious stories, Year/Terms Celebrations/current events.

Weekly Service presented by 'Open The Book' members from Bangor Cathedral provide opportunities for pupils to actively participate through acting.

Various opportunities to learn and sing songs of praise.

Matters to act upon regarding quality of Collective Worship

Provide an opportunity/ies for pupils to meditate at the end of a Service of worship.

Excellent

Good

*

Adequate

Unsatisfactory

Signed: *Valmai Davies*

(Headteacher)

Date: 9/10/15