

School: Ysgol Gynradd Beddgelert

Religious Education

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

- 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 standards in Religious Education are good throughout the school. Scrutiny reports on pupils books indicate good progress in the pupils work.

Almost all the pupils understand and can describe and discuss the main features of religious rituals, festivals and celebrations.

Most of the pupils can recall some religious beliefs, doctrines and practices investigated.

Almost every pupil can clearly explain what fairness, friendship, kindness and love towards others represent.

The pupils via the school council have organized fund-raising activities for Nepal and the Philippines and made a presentation to the Thanksgiving service on the Fair Trade theme. This is excellent practice.

'The pupils organize fund raising activities for good causes such as floods in the Phillipinos islands and fair trade, and this has a positive impact on the pupils awareness of others needs' ESTYN Report 2015

Every pupil from the school visits the local church to hold a Thanksgiving and Christmas service annually and occasionally visit the elderly to sing or display art work for the Eisteddfod.

Almost all the pupils can note similarities and differences across the religions.

The majority of the pupils understand symbolic language and use a range of religious vocabulary appropriately.

Almost every pupil is ready to discuss and ask questions about life, and the world around them very confidently.

Standards of literacy, numeracy, ITC and thinking skills

Books scrutiny reports note that good literacy, numeracy, ITC and thinking skills feature in the pupils work throughout the school and show progress.

'The majority of pupils effectively use their numeracy and literacy skills cross-curricularly' Estyn 2015

Matters for attention

Ensure that the religious education tasks challenge the more able pupils.

Develop Foundation Phase pupils ability to ask questions and express an opinion.

Excellent

Good

√

Adequate

Unsatisfactory

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

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, specialization and the teachers professional development, suitability of the programmes of study and range of teaching resources used.
- Evaluation of lesson observations and pupils work enable headteachers and heads of department to form an opinion about quality of the 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, Faiths 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

Teaching: planning and range of strategies

At the Foundation Phase, RE lesson is presented through Personal and Well-being activities and provide an opportunity for pupils to discuss matters such as - friendship, fairness, kindness through regular periods of Circle Time.

At Key Stage 2, a PPA teacher presents a weekly RE lesson and she has good subject-based information. The learning plans ensure progression and development in the pupils religious education skills.

Interesting visits are planned to local places of worship, and to Coleg y Bala. Religious artefacts are used to spur the pupils interest in RE. Good use is made of appropriate resources.
 Staff's willingness to investigate appropriate RE teaching methods is good eg through attending training courses, receive training and guidance from the Headteacher on assessment for learning.
 The teachers regularly use assessment for learning strategies in their teaching. It is observed when scrutinizing that the pupils set SC and have periods of reflection on each other's work.

Skills provision: literacy, numeracy, ITC and thinking

Activities are planned in detail and engagingly noting LNF skills and the Locally Agreed Syllabus. Various resources are used such as People, Faiths and Questions to encourage the pupils to think and express an opinion.

Matters to focus upon

Continue to focus on appropriate success criteria and reflect on the learning.
 Continue to provide a wide range of engaging and valuable experiences throughout the school.

Excellent		Good	√	Adequate		Unsatisfactory
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Collective Worship

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

Does the 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)

Good features of quality of Collective Worship

Daily collective worship is held at the school – twice for the whole school and three times in the classes.
 Pupils have an opportunity to participate through singing, responding, reading, holding services.
 The teachers take turns to hold whole school services weekly.
 For two years, KS2 pupils have jointly planned services e.g. Thanksgiving Service with the teacher. Almost every pupil participates in the services in the form of a theme such as Fair Trade, caring for animals and hands.
 Their recitation and reading skills are good and listening to others skills are very good – they always show respect towards others through listening and before responding confidently to the adults.
 The pupils have opportunities every fortnight to listen and participate in a service from Open the Book - a group of adults who have assembled from the area Chapels and Churches. During these periods, the pupils showed a robust understanding of Bible stories. The pupils are encouraged to pray aloud together or pray individually silently and they always do so confidently.

 The pupils have opportunities to listen and participate in a service held by specialists such as the Rector or Nia from Coleg y Bala through singing, responding to a poem, picture or question.
 The pupils are regularly encouraged to sing a hymn or other song of worship with others. This is excellent practice.

Matters for attention regarding quality of Collective Worship

Provide more opportunities for pupils to develop and lead services of collective worship.
 Maintain existing good practices at the school.

Excellent	√	Good		Adequate		Unsatisfactory
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Signature: Catrin Gwilym (Headteacher)

Date: 21/10/15