

**School: Ysgol Llanaelhaearn**

**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 - learning progress**

- The pupils have high spiritual and moral standards. They make an effective and purposeful contribution, with most of them showing mutual respect and respect towards others.
- The majority of the pupils get on well and standards of behaviour are adequate. They are all courteous and most show mutual respect.
- Teachers prepare engaging lessons *e.g. visits to local places of worship, use religious artefacts;*
- Pupils respond well to units on other religions and ask valid questions;
- Local religious leaders regularly lead services;
- Through a lesson and discussions on global disasters, the pupils effectively discuss justice and fairness.
- At the weekly collective worship sessions, the pupils meditate and pray showing empathy, tolerance and concern for others.
- They have a good appreciation of other faiths as well as Christianity.
- The school succeeds in preparing pupils who achieve well and this is highlighted by their behaviour and courtesy.

**Matters to address**

- Continue to develop information about various religions focussing on learning about messages conveyed by religions on how to live in a devout manner.
- All pupils need to show mutual respect.

**Excellent**

**Good**

X

**Adequate**

**Unsatisfactory**

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

- Self-evaluation should have regard to the following indicators: the time that is allocated to the subject, subject-based knowledge, specialization and the teachers professional development, the 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 encouraged and motivated to achieve high standards.
- Primary schools should refer to the 'People, Beliefs and Questions' provision 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

**The teaching: planning and range of strategies**

- The school plans appropriately for the subject. The lessons are carefully planned to instil interest and provide a range of valuable and engaging experiences and activities. The teachers plans are planned in detail and defined for communication, numeracy, thinking and ITC skills. The subject is appropriately scheduled at the school.
- Various teaching strategies are used when teaching RE to instil the pupils interest and the pupils respond positively and show satisfaction. Children’s experiences are enriched through a combination of good work on and off the premises through various visits and extra-curricular activities.
- Assessment for Learning is regularly used to enrich the provision. AfL strategies have been focussed upon as one of the SDP’s main priorities. The older pupils have developed to set their own s.c. to tasks. All the pupils, including FP, reflect at the end of focus tasks, analysing whether they have successfully achieved their task.
- RE ensures that the school’s entire curriculum is enriched - through teaching about Geography in the news and famous people associated with religion and morality.

**Matters to address**

- Ensure adequate resources and artefacts to teach the children about other beliefs and practices.
- Continue to seek opportunities to teach RE cross-curricularly.

**Excellent**

**Good**

X

**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, ‘Supplementary 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 Collective Worship**

- A broad range of strategies are used during morning services to promote the pupils spiritual development. At collective worship sessions, the children have an active role and are encouraged to meditate, and become confident enough to offer improvisatory prayer.
- Members of the community are regularly invited to present religious services to the pupils – e.g. ‘Open the Book’ group.
- We ensure that moral, as well as spiritual aspects, form part of the services. Global events/disasters are focussed upon in services and lessons so as to develop empathy towards others.

**Matters to address to improve quality of Collective Worship**

- Periods of worship in the classes to be better structured.

- More religious singing (hymns etc.) in the collective worship sessions.

Excellent		Good	X	Adequate		Unsatisfactory	
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Signature : *G E Thomas* (Headteacher)

Date: 16/10/15