

## School: LLANELLYD

### Religious Education

#### Key Question 1: How good are the 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 the contents of 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

The majority of pupils make robust progress in their learning and achieve well in the RE lessons throughout the school.

Throughout the school, the majority of the pupils listen attentively and are able to appropriately recall previous learning. By the end of the Foundation Phase, the majority listen attentively to instructions issued by adults and to verbal contributions from other pupils. They communicate increasingly correctly and confidently. By the end of key stage 2, many pupils confidently discuss their work in Welsh, doing so clearly and correctly. Their on-line radio appeal to assist the citizens of Nepal following the recent tragedy provides a good example of their verbal skills.

The majority of Foundation Phase pupils ask questions about their personal experiences, their environment and aspects of religion. By the end of the Foundation Phase, most of the pupils can express their personal views and feelings and start to realize that religious symbols have meanings and start to use religious vocabulary appropriately.

The majority of KS2 pupils can describe and explain religious faiths, doctrines and religious practices investigated. By the end of KS2, many of the pupils can explain how their feelings, actions and opinions impact their lives and the majority use a range of appropriate religious vocabulary.

#### Matters for attention

Ensure that pupils have adequate opportunities to develop their communication skills through religious themes. This will enable the targeting of an increase in pupil numbers achieving level 5 in RE at the end of KS2.

Excellent

Good

✓

Adequate

Unsatisfactory

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

- The following indicators should be evaluated during self-evaluation: subject time allocation, subject-based information, teachers specialization and professional development, suitability of the programme of study and range of the learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form an opinion on 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, Faiths 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

A well-balanced and broad curriculum is provided that ensures appropriate balance, breadth, progression and cohesion through providing successful learning experiences that meet Foundation Phase and 2008 Curriculum and RE requirements in accordance with the locally agreed syllabus. The KS2 teacher jointly plans with KS2 teachers in the catchment-area as part of a teachers Network to use specializations of other teachers in the catchment-area in specific subjects that also ensures consistency and progression between KS2 pupils and the secondary school.

At the Foundation Phase, RE forms part of the schemes ensuring a continuous and extended focussed provision

At both key stages, the teachers plan responding to Agreed Syllabus requirements. Throughout the school, the planning provides thematic opportunities through the Cwricwlwm Cymreig that enable pupils to appreciate the significance, value and impact of an enriching Christian heritage. The thematic plans that encompass the local area provide pupils with opportunities to

ask fundamental questions about the meaning and purpose of life and the religion's impact and significance on religious ideation on society.

Planning at the Foundation Phase is firmly based on the six learning fields and provides pupils with an active role in their learning. FP class internal zones are appropriately developed to meet the requirements with the outside area still being developed to enrich the learning. Beneficial experiences and regular opportunities are provided to meet every pupil's requirements and interest whether he/she is a child with needs or more able and talented *e.g. take an active and leadership role in a project*. The provision ensures that pupils of all age-groups acquire relevant literacy and numeracy skills and appropriately respond to national Literacy and Numeracy Framework requirements, and the pupils books contains evidence that pupils have opportunities to nurture their literacy and numeracy skills through RE tasks/activities.

Sex education is well taught as part of our PSE, science and healthy school work. The school's Policy on Equal Opportunity and the Equality Policy lead to valuable opportunities and access for the child to all aspects of the curriculum. The policies are implemented and we are aware of the requirement to amend schemes to cater for pupils needs.

Children's experiences are enriched very well through various extra-curricular activities and the school takes every opportunity to work with the local christian community through visits to the Church at Llanelltyd. The school annually perform their Thanksgiving Service at the local Church. The Church community organizes fun activities for the pupils at the village Summer Fair.

**Matters to address**

Utilize the School Radio to provide opportunities for pupils to express feelings and opinion about various religious subjects. Ensure regular use of ITC throughout the school to develop pupils understanding and ability when dealing with subjects and religious aspects.

Excellent		Good	√	Adequate		Unsatisfactory
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**Collective Worship**

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

<b>Does the collective worship comply with the statutory requirements?</b>	<b>Yes</b>	<b>No</b>
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**References:** ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on review of Collective Worship at non-denominational schools' (ESTYN, September 2010) , 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

**Good aspects regarding quality of Collective Worship**

Valuable collective worship sessions are held daily and the children are encouraged to make regular contributions and give an intelligent response when listening to and discussing matters within the Service. The local minister and the group of the local Church "Open the Book" hold regular visits that enrich our pupils spiritual development. The pupils hold an annual Thanksgiving Service, alternately in the local chapel and Church and the children share the gifts with the community's older residents. We also make an annual contribution towards activities and charities such as Christian Aid, Children In Need, Save the Children and Hope House and Ty'r Eos.

The pupils personal, spiritual, moral, social and cultural development are robustly incorporated in the curriculum and in the school's day to day procedures. This is a happy school where friendship is evident. The high values that assist the pupils to discriminate between right and wrong and encourages them to take responsibility for their actions are effectively promoted by the school.

There is good provision for the pupils spiritual development through holding lively and effective collective worship sessions, Thanksgiving Service, monthly services by Rev Angharad Griffiths and creative presentations by the local group "Open the Book." Our religious education plans provide regular

opportunities to look at life's fundamental questions, to compare and wonder, to understand the practices and importance of other beliefs, to understand their role in the big scheme of things and understand their role in the future of the world as future citizens. A regular and good emphasis is placed on developing individuals who are considerate towards others and who are willing to play their part either in school or outside. The entire school staff lead by example and place an appropriate emphasis on every child's moral development. The sense of respect in the close relationship between staff and pupils is nurtured through actions such as fairness and integrity.

There is fund-raising towards charities decided by the pupils, the money raised through this year's Thanksgiving meeting was sent to Christian Aid to purchase resources for Farmers in Sudan and Red Noses Day and Children in Need Day are supported.

**Matters to focus upon as regards quality of Collective Worship**

Continue to maintain good practices of collective worship ensuring that collective worship occurs in various ways – whole school, daily individual classes and continue to invite Open the Book to provide the pupils with valuable experiences.

Excellent		Good	√	Adequate		Unsatisfactory	
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Signed: Llion Dwyrdd Huws (Headteacher)

Date: 20.10.15