

School: Coedmawr Infants

### 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

- Over the last three years, 100% of the pupils have reached outcome 5+ in PCh field.
- Due to the development of “talking partners”, the majority of pupils confidently ask questions relating to people and the moral/spiritual meaning of stories, they do not, however, raise deeper religious issues.
- When looking at books, it is observed that pupils literacy skills in the field is developing appropriately in extended writing.
- All the pupils work indicates diversity of other cultures that are being studied within the themes.
- When observing Ysgol Deina, many of the pupils were observed discussing their emotions and showing empathy. They fully understand what is right/just.
- The majority make correct decisions regarding behaviour towards others.
- In the Foundation Phase Zones, pupils develop their understanding of the field by using their imagination, through role play and playing games.

#### Matters for attention

- Pupils skills to reflect on texts, discuss and decide.
- Pupils skills to discuss beliefs and what is important to them regarding morality and accept that everybody will not share the same viewpoint.
- Pupils skills at the upper end of the school to discuss religious matters are deeper in themes that are appropriate for doing so.

**Outstanding**

**Good**

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**Adequate**

**Unsatisfactory**

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

- Self-evaluation should consider the following indicators: the time that is allocated to the subject, subject-based information, the teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and head of department to form an opinion about quality of teaching in RE lessons within 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

#### Teaching: planning and range of strategies

- According to Estyn’s latest inspection: The school has effective arrangements to develop the pupils moral, emotional and social values.
- Through following “People, Beliefs and Questions” and Ysgol Deina principles, the skills in Personal and Social Development field and certain aspects in Moral, Spiritual and Well-being Development are part of the school’s daily plans. This serves as a basis for the school’s ethos.
- The entire staff have received training on “Ysgol Deina” principles.
- When looking at books, it is observed that planning for skills development in the field is done cross-curricularly. In the GDB field, through placing an emphasis on our culture and traditions in Wales, our locality, our families and our friends. However, their studies of beliefs are scant, except for Christianity.
- When looking at the planned activities in the field for Foundation Phase zones, it is observed that the pupils develop their understanding through using their imagination, through role play and playing games that all lead to sharing ideas.
- Books are used as a basis for discussions on viewpoints, the story’s moral or spiritual meaning and the choices made within the story.

**Matters for attention**

- Plan to develop an awareness of various beliefs and how those beliefs impact life-style.

<b>Outstanding</b>		<b>Good</b>	√	<b>Adequate</b>		<b>Unsatisfactory</b>	
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**Collective Worship**

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

**Does the collective worship meet statutory requirements?**

**Yes**

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**No**

**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**

- A daily period of prayer/spiritual singing is held in every class.
- A whole school Service is held weekly that promotes the pupils moral and spiritual development.
- Each class has responsibility for providing and presenting a moral and spiritual presentation once a term.
- A moral and spiritual presentation is held for parents at the local chapel to celebrate Thanksgiving.

**Matters for attention regarding quality of Collective Worship**

- Develop links with Bangor Churches Service – Open the Book services.

<b>Outstanding</b>		<b>Good</b>	√	<b>Adequate</b>		<b>Unsatisfactory</b>	
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Signed: R Jones (Site Manager)

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