

School Name: Bro Plenydd

**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 includes 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**

RE standards are good at the school. By the end of the Foundation Phase, almost every pupil can ask questions about the world around him, his experiences and aspects of religion and suggest answers. By the end of the Foundation Phase, most of the pupils can recall and explain beliefs, doctrines and basic religious practices that they have studied. They can suggest how beliefs, doctrines and religious practices are important for some people. Most of the pupils can describe their feelings, opinions and actions and those of others in simple terms. They can make appropriate use of simple religious vocabulary.

By the end of key stage two, most of the pupils can discuss their responses and those of others to questions about life, their surroundings and religion. They are able to describe and start to explain the religious beliefs, doctrines and practices that they investigate. For instance, explain the importance of the doctrine of religious leaders such as Gandhi, Martin Luther King, Mother Teresa and Malcom X. They can specifically refer to how these aspects impact the lives of believers. For example, explain why Christians regard the chapel as a special place, explain the importance of religious practices such as Christmas and Easter. The majority of the pupils also start to note the differences and similarities between religions. For example, explain the similarities and differences between the chapel, the mosque and the Hindu temple. They can explain in simple terms, how their feelings, actions and judgements differ from those of other people. They recognize certain religious symbols and can use a range of religious words. For example, identify Easter symbols.

**Matters for attention**

Although pupils achieve well in the subject by the end of key stage 2, the most skilful and able pupils need to be extended to achieve higher levels in the subject through setting differentiated tasks to achieve that.

<b>Excellent</b>		<b>Good</b>	*	<b>Adequate</b>		<b>Unsatisfactory</b>	
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**Key Question 2: How good is provision in Religious Education?**

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

**Teaching: planning and strategy range**

Religious Education receives due attention in every class at the school and it is regularly taught. Teachers possess robust knowledge and understanding of RE requirements and effectively develop pupils skills in the subject. The teachers plan enriching learning experiences that instil the interest and enthusiasm of almost all the pupils in RE. The school has Research books on various religions for the pupils and the global Internet is used to search for information. Outside agencies are used such as Coleg y Bala and the mosque at Bangor, and the local minister to enhance the pupils experiences. The school also has a range of different religious artefacts to enrich the learning. Foundation phase pupils learn through stories and carefully planned play experiences. Pupils work shows a range of stimulating tasks on various aspects of RE such as beliefs, doctrines and religious practices. The children’s books also contains evidence of dealing with life’s fundamental questions and opportunities to personally respond to spiritual issues. Pupils work at KS2 indicate that all aspects of RE are focussed upon twice over a four year

period and that work on People, Beliefs and Questions receive regular focus at the Foundation Phase over a four year period.

**Matters for attention**

Further develop and extend opportunities to deal with life's fundamental questions and offer spiritual experiences.

<b>Excellent</b>		<b>Good</b>	*	<b>Adequate</b>		<b>Unsatisfactory</b>	
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**Collective Worship**

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

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

**Good aspects of quality of Collective Worship**

Collective worship is a daily occurrence at the school in various ways - whole school worship and individual class worship. Methods of worship vary such as listening to a story or presentation, opportunities for pupils to take leading roles and plan services themselves, collective singing and active participation such as acting at others services. Nia from the Sunday Schools Service visits once a term to hold collective worship in a fun way. All the teachers in turn hold the collective worship and every staff member as well as the children attend whole school collective worship to afford collective worship respect and status. At class worship sessions, an emphasis is placed on pupils planning their contributions and on improvised prayer. Various methods are used such as calming down and stories that encourage the pupils to have a spiritual role through closing the eyes and imagining that they participate in the events.

**Matters to address as regards quality of Collective Worship**

Continue to ensure the same standard of provision and ensure that the same methods and experiences are used in worship within individual classes throughout the school.

<b>Excellent</b>		<b>Good</b>	*	<b>Adequate</b>		<b>Unsatisfactory</b>	
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Signed: Carys Hughes (Headteacher)

Date: Mai 19th, 2015