

School: Tanygrisiau

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

Standard sin Religious Education – progress in learning

Standards in Religious Education are good.

This is adjudged as:

- Scrutinizing pupils work shows a high standards in subject-based information and development from year to year as regards pupils skills.
- The pupils respond to the field in various genres, including literacy, art and technology and produce good work when linking the subject to these other subjects.
- There are high expectations as to the pupils work. There is a high standard of literacy in the subject.

Matters to focus on

Maintain the high standards with a view to the possibility of future staffing changes.

Outstanding		Good	X	Adequate		Unsatisfactory	
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Key Question 2: How good is the provision in Religious Education?

- The following indicators should be focussed upon during self-evaluation: 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 enable 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 motivated and encouraged 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

The school has a firm system for the RE lessons at the FP and KS2. Weekly lessons are held, appropriate schemes that indicate development from one year to the next, regular assessment and a teacher who is very knowledgeable about the field. This leads to pupils who perform work of a high standard. Lesson observations where the teaching and learning are good confirms this. The pupils are interested in the field and effectively commit themselves to the work.

Matters to focus upon

Continue to integrate Numeracy and Literacy Framework to the RE activities throughout the school.

Outstanding		Good	x	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is collective worship provision?

Does the collective worship meet 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

Weekly periods of worship.
Ethics and respect are promoted in the services.
Each class take turns to lead the service.

Matters to focus upon regarding quality of Collective Worship.

Strengthen links with religious leaders in the area.

Outstanding		Good	x	Adequate		Unsatisfactory	
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Signed: *G T Jones* (Headteacher)

Dated: 20/4/15