

School Name: Ysgol Yr Eifl

Address: Trefor, Caernarfon, Gwynedd LL54 5LL

Religious Education

Key Question 1: How good are the outcomes in Religious Education?
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- The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and contain an evaluation of teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Faiths (2013), Exemplar Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

Standards in Religious Education – progress in learning
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The vast majority of pupils are good achievers, and have gathered information on various religions including Hinduism, Muslim Faith, Christianity and Buddhism.

Standards in literacy, numeracy, ITC and thinking skills

ITC – Good

Thinking Skills - Good

Oracy and Reading - Good

Numeracy – Good

School is currently prioritizing writing

Matters for attention

The Thematic Plan is being re-vamped. It is important that the children develop their knowledge of religions and their investigative skills.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is the RE provision?
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- Self-evaluation should consider the following indicators: the time that is allocated to the subject, subject-based information, specialization and the teachers professional development, suitability of the programme of study and range of teaching resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form an opinion about the quality of the 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, Faiths and Questions' provision for Foundation Phase learners and 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, Welsh Government Guidance: People, Questions and Faiths (2013), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

Teaching in religious education: planning and range of strategies
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The children are allocated 1 hour a week of formal RE. The teacher is well-informed about the subject and there is good provision.

Skills Provision: literacy, numeracy, ITC and thinking

Pupils have opportunities to investigate in books and over the internet. The pupils are encouraged to develop oracy skills in the services.

Matters for attention

Consider how IT use can be augmented through RE provision.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is collective worship provision?

Does collective worship meet the statutory requirements?

Yes ✓

No

References: ESTYN Inspection Framework 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), Guidelines on Collective Worship (WALES SACRES Association, June 2012).

Good features as regards quality of Collective Worship

All pupils have regular opportunities to attend collective worship.

Matters for attention regarding quality of Collective Worship

Services cycle requires review due to aspects having now become dated.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Signature: Cai Larsen (Headteacher)

Dated: 20th January 2015