

School: Ffridd y Llyn

**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.

**Referrals:** ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

**Standards in Religious Education – learning progress**

During this term, work was done at KS2 on the important question ‘Is there peace?’ The pupils were very inquisitive, offering many ideas and opinions, especially year 6 pupils. Very mature group discussions were held, with the pupils confidently presenting their ideas in front of the rest of the class. Various places that attract Christian pilgrims were discussed - most of the pupils could offer reasons for going on a pilgrimage. @ebol pack was used to introduce the work with a presentation on Bardsey Island and Cowbois Rhos Botwnnog. A journey to Glan-llyn was organized as part of the theme, so as to enable the pupils to write about their particular journey. The purpose of the visit was focussed upon, how they felt when preparing for it, and during the journey, and what they learnt from the experience. It was felt that some Y4 pupils lacked confidence when discussing their feelings, but that most of the pupils were very confident.

The main focus of Y2 and 3 during the term was our responsibilities and obligation to look after each other and our world, when discussing the important question ‘what kind of a place should the world be?’ Much information was gathered about Martin Luther King, and his dream of having an unprejudiced world. Work of a high standard was seen as the pupils designed posters ‘what kind of world is the ideal world’. Most of the pupils had ideas and a firm opinion about what to include. This was in evidence as they arranged all the statements in order of importance.

It was felt that the fundamental question that had been put to the pupils at the start of term had instilled much enthusiasm amongst the pupils and that most of them had made good progress during the term.

The Foundation Phase class discussed the Easter story, through reading a story from the Bible, acting out different scenes and creating scenes using appropriate models. Simple personal books were prepared about the Easter story, with an emphasis on new life. The pupils visited Coleg y Bala for a day to enhance their experiences of the Easter story. The story was narrated in drama form and in simple stories – this certainly enhanced their understanding of the story, as they were more willing to answer questions and express an opinion.

**Matters for attention**

Provide the pupils with more time to discuss and express an opinion in order to increase their understanding and develop confidence when dealing with religious questions – at the FP and KS2.

Make them more aware of world religions.

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

- The following indicators should be considered during self-evaluation: 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 allow 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 provision ‘People, Beliefs and Questions’ 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**

At Key Stage 2, there is a weekly focus on RE as part of the termly theme. The majority will be cross-curricular activities so as to integrate literacy and numeracy into the entire fields. There is much focus on thinking and assessment for learning strategies when teaching RE. The pupils prepared GED grids to stimulate previous information, create thinking maps, diamond listing and setting success criteria to assess their own work.

Our planning methods have been amended since September so that Literacy and Numeracy Framework strands integrate through all the fields. Consequently, most of the work is cross-curricular, and all the subjects integrate. There is considerable focus on skills that are developed within the RE work, such as Dealing with the Fundamental Questions. We have invested in a series of books that focus on the Fundamental Questions, and the schemes of work are based on these, in an effort to ensure that the work is more investigative.

At the Foundation Phase, the pupils have had opportunities to explore their experiences, questions and priorities, and those of others. A huge emphasis has been placed, and much work has been done on responsible behaviour towards our friends, ourselves and other living things. We seek to use an open method that encourages the children to participate and raise their own questions. Pupils confidence and ability to question has greatly developed as a consequence. Much of the work will be presented during circle time.

**Matters for attention**

Maintain differentiated planning so as to ensure that the work sets the appropriate level of challenges for each pupil.

<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?**

<b>Does collective worship meet statutory requirements?</b>	<b>Yes</b>	<b>No</b>
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**References:** ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on reviewing 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**

Daily periods of collective worship are held, as well as opportunities to learn about the beliefs of people from different cultures, successfully promoting pupils spiritual and moral development.

Through the school council, pupils have clearly defined responsibilities and an influential voice in what occurs in the school community. During a recent self-evaluation of our services, the School Council noted that the services were too lengthy, and that singing one hymn rather than two would shorten the services. It was also suggested that some of the pupils be given opportunities to act out a story during the service so that the infants would find the services more engaging.

Practices such as holding a Thanksgiving Service at the church and utilizing the talents in the locality, has a positive impact on the development of pupils social skills and strengthen their engagement with their community.

**Matters to address regarding quality of Collective Worship**

Hold a prayer at the beginning of the Service to create an atmosphere, and to get the worship off to a firm start.

Clearly differentiate between what is worship and is a whole school meeting to hear the day's announcements – snuff out the candle for instance.

<b>Outstanding</b>		<b>Good</b>	*	<b>Adequate</b>		<b>Unsatisfactory</b>	
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Signed: *Bethan Emyr Jones* Headteacher

Date: 19.5.15