

School Name: Y Felinheli

Address: Y Felinheli, Gwynedd, LL564TZ

Religious Education

Key Question 1: How good are results in Religious Education?

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

Standard sin Religious Education – progress in learning

- Teachers assessments indicate that almost every child makes good progress in Religious Education.
- In 2014, every child achieved the expected level at the end of KS2. The set targets is that 100% of pupils in 2015 reach Level 5 at the end of KS2
- FP pupils make good progress, with almost all reaching the expected level at the end of a stage.
- Good use is made of assessment for learning and there is appropriate tracking of achievements.

Standards in literacy, numeracy, ITC and thinking skills

- Having scrutinized books, good evidence was observed of the balance between reading, writing and oracy. Regular opportunities were seen to investigate and recognize links between faiths, doctrines and religious practices e.g. look at the impact of the Second World War on the lives of people and religions. What acts are was discussed? What acts exist today? Good examples of thinking maps were seen.
- In the Junior Department, specific themes were observed dealing with 'Celebrations' and good opportunities to use oracy and communication skills e.g. recreate a marriage at Nant Gwrtheyrn, where there were very good opportunities to experience a real marriage. The pupils possessed good oracy skills.
- When monitoring teaching at the FP, effective early factual writing was observed when gathering information about Mother Teresa and good computer/reading skills were displayed when selecting knowledge from Internet sources.
- The majority of FP pupils can discuss appropriately and provide constructive comments when talking about homeless persons and their requirements.
- During class monitoring, effective use was observed of the role play zone to create a Church and to expand oracy skills well e.g. good opportunities were provided to participate in a baptism, and the activity was extended to include hymn singing.

Matters to focus upon

- Make better use of all ITC aspects when interpreting data.

Excellent		Good	√	Adequate		Unsatisfactory	
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Key Question 2: How good is Religious Education provision?

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

- The impact of appointment of a PPA teacher to present RE at KS2 can be observed in the improvement of quality of teaching specifically at KS2, and the cohesion between years
- Effective planning occurs over a two year cycle, and a balanced curriculum is secured. There is detailed planning with due focus to skills and the Literacy and Numeracy Framework.
- The FP provides good preparation to ensure a recognition of other cultures, and is effective in comparing faiths in countries such as India and China. There is good preparation to ensure discussion and response to fundamental

questions that stem through their personal experiences, the world around them and aspects of religion.

- A cross-curricular activity of scrutinizing books indicated that many pupils display appropriate literacy skills in extended writing e.g. how believers find peace – with a proper study of the Shabbatt and the Jews during the Second World War.
- Adequate use is made of visitors/religious practitoners to hold school services.

Skills Provision: literacy, numeracy, ITC and thinking

- Planning audit indicates that there is good preparation for skills development, and use of a variety of strategies and teaching methods receives appropriate attention.
- Scrutiny of books indicates that most of the planning is implemented almost in every year.

Matters for attention

- The co-ordinator requires additional training to receive an up-date on the programme of study and to enhance specialization.
- Wider use is made of the various practitioners specialization.

Excellent		Good	√	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' \(Welsh Office Circular 10/94\)](#), [Guidelines on Collective Worship \(Association of Wales SACRES, June 2012\)](#).

Good features regarding quality of Collective Worship

Following Estyn report 2015, the opinion reached was that the '... School very effectively promoted the pupils moral, social and cultural development. By providing opportunities to regularly reflect at whole school morning services and the classroom services, the school effectively develops the pupils spiritual development. The teachers reinforce this in the circle time sessions'.

Matters to focus upon regarding quality of Collective Worship

- Ensure that instrumental/peripatetic lessons do not impair the opportunity for reflection.

Excellent		Good	√	Adequate		Unsatisfactory	
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Signed: *Non Wyn Huws* (Headteacher)

Date: 26.01.2015

