

Religious Education

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

- Self-evaluation is based on lesson observations, evaluation 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 teacher assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education

Standards in Religious Education – progress in learning: Foundation Phase / KS2

Through using data, evaluation of pupils’ achievement and progress in learning in RE are judged as ‘Good’ at school.

During lessons observations nearly all pupils recall previous learning of faiths and religions, acquire new knowledge, understanding and skills and apply these to new situations consistently.

Pupil voice groups show that 97% of pupils enjoy Religious Education lessons.

Most pupils make progress at the expected stage of learning for RE and many perform beyond the expected stages of learning.

Most pupils use iPad and ICT Hardware effectively to research and enhance their RE skills during lessons.

Areas for Development

- To strive for a higher percentage of ‘Excellent’ learning experience in RE through observing practice in other schools.
- To re-visit the reasons behind the 3% who do not enjoy RE lessons.

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

- A self evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and pupils’ work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.
- In primary schools references should be made to the provision of ‘People, Beliefs and Questions’ for Foundation Phase learners as well as Religious Education at KS2.
- In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education

The teaching: planning and range of strategies - Foundation Phase / KS2

Religious Education lessons meets statutory requirements and effectively develops pupils’ spiritual awareness as well as their sense of belonging.

100% of Religious Education lessons were judged as ‘Good’ in the autumn term.

100% of teachers’ planning for RE was judged as ‘Good’ in the autumn term.

Pupils thematic and foundation subject books were judged as ‘Good’ by ESTYN with good experiences in Religious Education.

Religious Education lessons offer children the opportunity to develop their extended writing skills.

Religious education is taught on a weekly basis.

The school provides a balanced approach to different faiths/ religions.

Teachers and support staff collaboratively plan engaging, challenging and stimulating year group programmes that cover the Religious Education syllabus.

Areas for Development

- To strive for 'Excellent' judgements in teaching and learning by observing excellent practice in RE in other schools.

Excellent

Good

Adequate

Unsatisfactory

Signed: **Jamie Hallett**

(Headteacher)

Date: 30.1.18

Name of School: Ysgol Gymraeg y Ffin

Collective Worship

Key Question 2: How good is provision in Collective Worship?

Does Collective Worship meet the statutory requirements?

Yes

References: [ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' \(September 2010\)](#), ['Religious Education and Collective Worship' \(Welsh Office Circular 10/94\)](#)
[WASACRE Guidance on Collective Worship 2012](#)

Good features in relation to the quality of Collective Worship

Religious Education lessons and collective worship meets statutory requirements and effectively develops pupils' spiritual awareness as well as their sense of belonging.

Pupils are given opportunities to reflect both in lessons and collective worship.

Nearly all pupils participate in collective worship and prayer activities daily.

The school has a daily planned collective worship timetable.

Areas for Development in relation to the quality of Collective Worship

- To engage the local community in Collective Worship.

Excellent

Good

Adequate

Unsatisfactory

Signed: **Jamie Hallett**

(Headteacher)

Date: 30.1.18