

Name of School:- Ysgol Rhoscolyn

Religious Education

Inspection area 1: Standards in religious education

How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What have we identified in their work that shows their progress over time?

- Use pupils' work, teacher assessments, learning walks, lesson observations to make a judgement.
- For further guidance, refer to: the Locally Agreed Syllabus (National Exemplar Framework), Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, WJEC examiners' reports.

Notes:-

FP

The majority of FP pupils have a good understanding of religious holidays and the majority can discuss these holidays in some detail. Most of them can contribute vocally to discussions on moral questions e.g. What makes a good friend, Why is it important to tell the truth etc. However, when a book scrutiny session was held, not enough evidence was seen of this in the children's books. A small percentage of KS1 pupils have good knowledge of Hinduism and are able to discuss artefacts relevant to this religion knowledgeably.

KS2
Most Yr. 3 and 4 pupils appear to be confident when discussing the Bible. They have very little knowledge of Christianity. They have some knowledge of other religions but this knowledge isn't firm yet. Year 5 and 6 pupils appear to be more confident in discussing the big religions, with many of them presenting work of high standard. However, they don't have much knowledge on the Bible, and rarely could they name main characters and familiar stories. In browsing through the workbooks, each piece of work had a visual title, which was praiseworthy and showed clear focus to the work.

Our pupils' Religious Education standards are: **satisfactory, with some areas requiring more attention.**

Inspection Area 2: Wellbeing and attitudes towards learning about religious education

What do you think our pupils gain from religious education lessons?

- Use: pupils' work, analysis of a religious education questionnaire, minutes of meetings held by focus groups/School Council.
- For further guidance refer to: the Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes: -

On the whole, the school pupils have a positive and healthy attitude towards Religious Education. The majority are ready to listen to the viewpoints of others in a reasonable and respectable way. Nearly all pupils are ready to take part in circle time sessions and are open to discussions that include moral, wellbeing and spiritual matters. A great majority of pupils show strong interest in the world's great religions and can discuss the meaning of different symbols knowledgeably and intelligently.

However, the subject of whole school assemblies must be considered and developed further.

The attitudes of pupils towards religious education at our school are: **positive and praiseworthy.**

Inspection Area 3: Teaching and learning experiences in Religious Education

How good is the planning and teaching of religious education at our school? Give examples of rich learning experiences in religious education.

- Use: learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance refer to: the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government

Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

Notes:-

In a majority of Religious Education lessons the standard and provision is good. The teachers' planning work shows a cross-section of different experiences offered to pupils, with emphasis on developing the pupils' spiritual beliefs. A great deal of the work refers to important dates in the Christian calendar and also other worldwide religions.

In the Reception pupils' books, evidence was seen of work in the Areas where children have the opportunity to chat, model and express their ideas regarding religious places. Evidence is also seen of cross-curricular experiences as the children successfully re-created the story of Palm Sunday out on the school grounds.

It was nice to see evidence of year 1 and 2 pupils having the opportunity to learn about Remembrance Sunday and to express their inspiration through artwork. The element of combining Religious Education naturally with the class theme is very successful.

At the bottom of KS2, it was seen that pupils have many opportunities to research the world's big religions and to try to work independently. Amongst the planning work, there was evidence that the learners' ICT work receives a forefront place as the teacher prepares a specific lesson.

At the top of KS2, a variety of challenging tasks are offered to the children e.g. writing a persuasion letter, conducting research into the Ganges river etc. There was evidence that the tasks were clearly differentiated, with strong focus and specific success criteria.

The standard of teaching religious education at our school is: good with the intention of developing further.

Inspection Area 4: Care, support and guidance in Religious Education

To what extent do religious education lessons and activities help our pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop certain values and to establish their spiritual and moral beliefs?

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, records of any hate crime/bullying.
- For further guidance refer to: SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, September 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

Notes:-

The school responds immediately to cases of bullying or hate towards others but there are very few of such cases. A high percentage of pupils show respect towards little children and adults as they hold doors open, speak maturely and lead visitors through the school. The 'dwi isho dweud' post box is located in the school foyer and is available for pupils to share their concerns confidentially. The School Council has a pastoral role and meets regularly to consider matters pertaining to the wellbeing of each pupil. The 'buddies buarth' system is very successful, as the 'buddies' monitor the yard in their yellow jackets and are of support to shy children that may be a less confident.

The school has strong links with the church and the local community. A small percentage of the community attends the school to share childhood experiences and to express local stories. The children's workbooks show evidence that there are firm links between the school and the church, with a number of trips and concerts held regularly during the school year. The rector of the church has also led some services in the school.

The school assemblies are arranged during the afternoon with emphasis on developing respectful, kind and peaceful pupils who have the qualities to be active citizens.

Does the school satisfy the statutory collective worship requirements?	Yes	✓	No	
The contribution of religious education towards pupils' personal development and community cohesion is: good with the need to strengthen some areas.				

Inspection area 5: Leadership and management in religious education	
<i>Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively? How do you know?</i>	
<ul style="list-style-type: none"> Use: schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project. For further guidance, refer to: SACRE guidance 	
<p>Notes:- Yes, the subject Leader has recently completed a detailed Comprehensive Report, specifically referring to the school's current provision and standards. This report was based on the following evidence:-</p> <ul style="list-style-type: none"> The professional opinion of the class teacher(s); Individual teacher(s) plans; Book scrutiny sessions; Informal interviews and discussions with groups of children and An evaluation of the school's progress by the Subject Leader. 	
Leadership and management in religious education is: good, with the need to continue to monitor improvement areas through the school.	

Areas for attention	Actions to be taken	Whom?	By when?
		These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.	
Timetable periods to study the Bible and Christianity.	Periods to study the Bible and Christianity are clearly timetabled.	Everyone	December 2019
Regularly incorporate elements of Religious Education into Circle Time sessions.	Evidence appears in the class teachers' work plans.	LLO, LW	December 2019
Offer a clearer structure to the school assemblies e.g. what is studied when and why?	Discussion during Wednesday evening with the intention of summarizing the contents of school assemblies.	Everyone	December 2019
Ensure that the school conforms to the requirements of the new curriculum in providing religious experiences.	Evidence appears in the class teachers' work plans.	Everyone	December 2019
Ensure that all pupils have the opportunity to reach their full potential	Evidence from different tasks appear clearly in the class teachers' work plans.	SR, BR	December 2019

as they study Religious Education.			
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A concise evaluation that will contribute towards the school's evaluation of 'Personal Development (4.2)'**Concise! Approximately 50 words.**

There is a lot of evidence here that the school develops pupils who will grow to be respectful and active citizens. Most pupils have a good understanding of the local community and the wider world. The school has already developed the 'buddies buarth' system which is of support in developing the ethos of friendliness and fairness throughout the school. The teachers' efforts to provide opportunities for pupils to differentiate between the good and bad are successful and the School Council is prepared to support and take an active role.

Consideration may need to be given to the quality of assemblies at the school to fully satisfy the statutory requirements of the school.

Name of coordinator:- Llinos Owen**Date:- Mai 2019**