

Ysgol Beaumaris July 2015

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

- The self-appraisal is based on lesson observations, evaluations of pupils' work and interviews with pupils.

**References:** ESTYN's Inspection Framework Section 1 and the Local Agreed Syllabus

## **Standards in Religious Education – progress in learning**

### THE FOUNDATION PERIOD

The pupils' ability to discuss and recall develops gradually at the beginning of the Foundation Period and by the top of the Foundation Period the majority are able to discuss and ask meaningful questions in considering ability age.

The majority are able to speak about their feelings, their actions and their opinions by the end of the Foundation Period and around a few describe and offer simple comments on other people's viewpoints.

The pupils' ability to use simple religious vocabulary across the Foundation Period is developed and a minority of pupils begin to come to acknowledge that there is a deeper meaning to religious symbols.

### KEY STAGE 2

At the bottom of Key Stage 2 many can recall, respond and communicate simply some of the beliefs, teachings and basic religious practices investigated. MAT pupils begin to note what is similar and different in religions.

At the top of Key Stage 2 a few of the pupils are able to describe some beliefs, teachings and religious practices. A few are able to discuss meaningfully how aspects of religion affect believers' lives. A minority of the pupils can make good links between beliefs, teachings and religious practices describing the effect on the lives of believers and noting what is similar and different within and across religions.

At the beginning of Key Stage 2 many of the pupils are able to describe their feelings, their actions and their own opinions and offer simple comments on other people's viewpoints. The majority are beginning to acknowledge that there is meaning to religious symbols and they use simple religious vocabulary appropriately.

At the top of Key Stage 2 the majority of pupils are able to explain how their own feelings, actions and opinions affect their lives, and describe how other people's viewpoints in the same way affect their lives. They use a range of appropriate religious vocabulary and show a basic understanding of symbolic language.

At the bottom of Key Stage 2 a minority are able to speak and ask questions about their own experiences, the world around them and aspect of religion. They are able to discuss the questions that arise from their experiences offering their own opinion honestly. Very few of the pupils begin to acknowledge that basic religious questions are often complex and that the answers often are partial and indefinite.

At the top of Key Stage 2 the majority of pupils are able to discuss their own and others' responses to questions about life, the world around them and religion. The minority of pupils are able to express and justify their ideas and opinions about basic questions. According to their own investigations and experiences about half the pupils acknowledge that basic religious questions are often complex and the answers are often partial and indefinite.

There is evidence in the pupils' books and the monitoring findings of the teaching and learning show that standards are good across the school. Educational visits to St Asaph Cathedral has raised the pupils' enthusiasm towards the area and had therefore maintained good standards that is evident in their work in books and on a display wall.

**Matters for attention**

**FOUNDATION PERIOD**

- Continue to develop the pupils' vocabulary and activity to question sensibly.
- Develop an understanding of the effect of religion on believers' lives by the end of the Foundation Period.

**KEY STAGE 2**

- Continue to develop pupils' skills to meditate, identify, respect different standpoints and beliefs and to appreciate the similarity between religions

Excellent		Good	v	Adequate		Unsatisfactory	
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**Key question 2: How good is the provision in Religious Education ?**

- Self-appraisal should consider the following indicators: the time given to the subject, subject information, the teachers' specialism and professional development, the suitability of the study programme and the range of the learning resources used.
- Evaluation of lesson observations and pupils' work allows head teachers and heads of department to come to an opinion about the quality of teaching in Religious Education lessons in the school, and the degrees to which the pupils have been encouraged to attain high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for the Foundation Period learners as well as Religious Education in KS2.

**References:** ESTYN's Inpection framework Sections 2.1 and 2.2 and the Local Agreed Syllabus

**The teaching: planning and a range of strategies**

**THE FOUNDATION PERIOD**

- Foundation Period teachers are familiar with the national exemplary framework for presenting Religious Education. They have identified the specific skills that involve people, beliefs and questions through the areas of Knowledge and Understanding of the World and Personal and Social development Welfare and Cultural Diversity.
- Foundation Period plans on the basis of the above awareness has incorporated people, beliefs and questions within these two areas and across the other learning areas.
- The activities have been planned carefully across the Foundation period and show continuation from one class to the other and as a result there are strong experiences at work .
- A range of experiences are offered to give every opportunity for the pupils to make progress in knowledge and understanding and discussion and reasoning skills in the area.
- Story resources, reference books, non-fiction books, large books, artefacts, ICT resources,

visits/visitors to the school all create interest and enrich the provision in the area.

The Religious aspects within the areas are provided appropriately in the Foundation Period

### KEY STAGE 2

- An hour a week is set aside for Religious Education across Key Stage 2. In some themes the area is given deeper attention and as a result the school teaches the area by adapting the timetable from one term to the next.
- The school makes use of resources from the library that further deepen the teacher's understanding of the area. The provision is good across the stage.
- Appropriate plans ensure progression and development. Pupils' questioning skills develop well in discussing big questions and ensure depth in many pupils' understanding.
- Assessment for learning methods at work is an important contribution in providing differential tasks.
- Good advantage is taken of the opportunities to take the pupils out on visits to places of worship and to invite visitors to discuss Religious Education matters with the pupils.

The quality of teaching and the provision in Key Stage 2 is good.

### Matters for attention

#### THE FOUNDATION PERIOD

- Continue to offer a wide range of interesting and valuable experiences.
- Give better consideration to encouraging pupils to develop thinking skills.

#### KEY STAGE 2

- Strengthen challenging and extended tasks for the more able pupils in each class.
- Encourage every pupil to meditate on the learning.

Excellent

Good

✓

Adequate

Unsatisfactory

## Collective Worship

How good is the provision for collective worship?		
Does the collective worship conform with statutory requirements?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>References:</b> ESTYN's Inspection Framework Section 2.3.1, 'Supplementary guidance on Inspecting Collective Worship in non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)		
<b>Good characteristics in relation to the quality of Collective Worship</b>		
<p>Collective Worship is provided that follows the common tradition of the Christian faith daily in school. The Collective Worship is held on a class level once a week and four times as a whole school in the hall. Parents are given the right to excuse their children from the worship and their background is taken into consideration in providing for the worship. No family has chosen to do so for several years.</p> <p>Moral, spiritual and belief aspects are inspected whilst at the same time nurturing a community spirit and promoting inclusive ethos and values.</p> <p>The pupils will have an opportunity to do one or several of the following during the Worship:</p> <ul style="list-style-type: none"><li>• Meditation that includes listening, watching or meditating on motivation, presentation or conversation by a member of staff or guest speakers.</li><li>• Praying</li><li>• Singing</li><li>• Reading</li><li>• Acting</li></ul> <p>Over recent years Collective Worship has made a significant contribution to the pupils' spiritual, moral, social and cultural development. Advantage is taken of opportunities to develop aspects of PSE, World-wide Citizenship and the Welsh Curriculum as part of the Worship. Creating an ethos that is different to the school's everyday ethos takes place in every session. This is important for the school in order to share warnings of quiet respect.</p> <p>On the whole the provision is consistently good.</p>		
<b>Matters for attention in relation to the quality of the Collective Worship</b>		
<ul style="list-style-type: none"><li>• <b>Share responsibilities so that the whole teaching staff have an opportunity to lead in relation to Collective Worship</b></li><li>• <b>Present more opportunities for singing together.</b></li></ul>		

- **Ensure that the services do not go overtime.**

<b>Excellent</b>		<b>Good</b>	√	<b>Adequate</b>		<b>Unsatisfactory</b>	
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