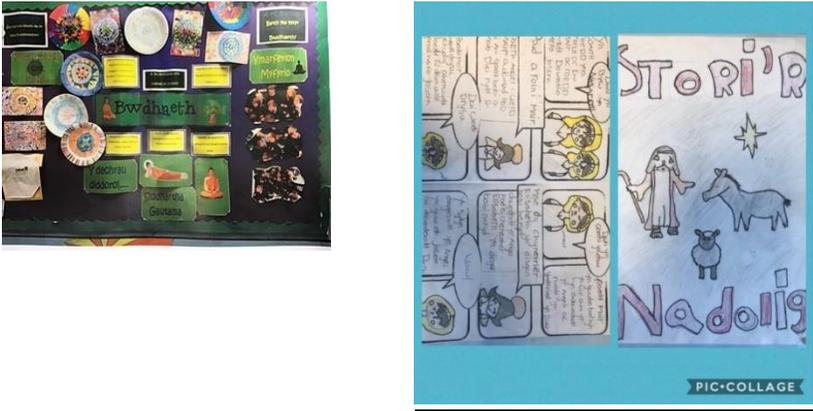




Ysgol Gymuned Llannerch y Medd.
Religious Education Self-Evaluation
September 2019.

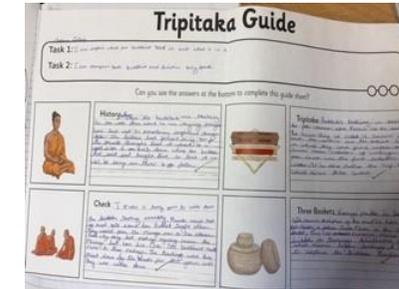
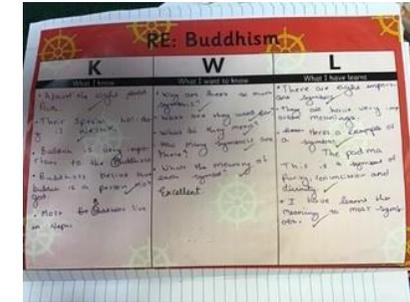
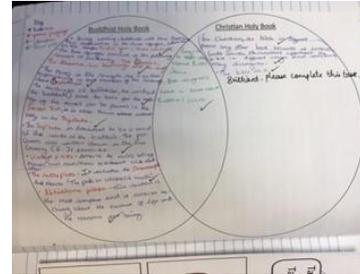


<u>Inspection Area 1: Standards.</u>	<u>Evidence</u>
<ul style="list-style-type: none">• Religious Education standards across the school are satisfactory. The school has already identified this and raising the status and standards of the subject is now one of our SDP priorities for 2019-2020.• There is room to believe that Religious Education standards in the Foundation Phase are slightly better than in KS2 since the department had a coordinator to teach the subject every week, therefore Religious Education was firmly timetabled. However, a lack of time available impacted the quality of the work presented.• We now have a new coordinator in the Foundation Phase and in KS2 where the subject is firmly timetabled each week and plans are prepared in advance.• FP pupils have had the opportunity to explore Sikhism and Christianity, and KS2 pupils have explored Buddhism and Christianity.• A learning trip around the school shows that colourful and attractive displays provide evidence of pupils studying	

Sikhism and Buddhism and of activities that develop their mind skills and creativity.

- Book scrutiny reports show that pupils develop their skills across the curriculum by undertaking Religious Education activities, but it must be insured that this is consistent and happens across the school.

OPINION: GOOD.



Matters for Action:

- **Ensure that Religious Education is firmly timetabled each week.**
- **Ensure that units of Religious Education work are planned in advance.**

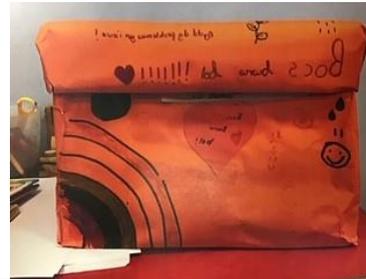
Inspection Area 2 : Wellbeing and attitudes to learning

Evidence

- Pupils enjoy learning about different beliefs and enjoy reflection sessions. They are encouraged and guided to think about other people, different situations and to respond to the world's big questions.

- A book scrutiny report notes that the Big Questions of the World are mainly discussed in KS2 and that there is room to spread this lower down in the school.
- Reflection opportunities happen weekly in class at circle time and in assemblies. Pupils have the opportunity to quietly reflect and to consider their feelings, values, events etc.
- The result of class discussions and discussions between staff note that Religious Education learning experiences must be expanded further than religious activities from the Bible alone and that the subject must be timetabled more effectively. Estyn’s thematic visit report on Health and Wellbeing in November 2018 notes that this area is very good and has elements that are excellent.

OPINION : VERY GOOD

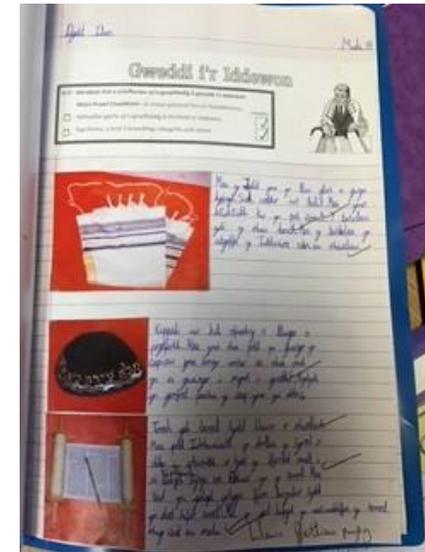
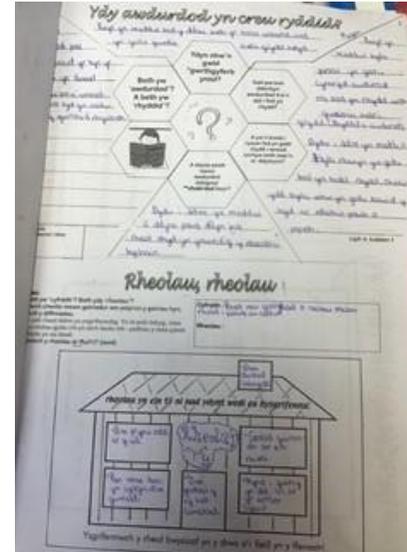


Matters for Action:

- Raise the status and understanding of this subject with each member of staff to ensure that there is a positive mindset when teaching the subject.
- Ensure that Religious Education has a clear place in the Wellbeing questionnaire.

Inspection Area 3 : Teaching and learning experiences in Religious Education

- The school satisfies the statutory requirements of Religious Education but acknowledges that there is room to improve this further.
- There are now two Whole School assemblies, one at the start of the week and one at the end. A FP teacher conducts one assembly and the parish vicar conducts the other. The weekly visit of the vicar is an effective arrangement that has existed for 3 years at the school. Assemblies for Foundation Phase and the Junior Department are also held in addition to circle time or discussion sessions to respond to global events.
- The pupils take part in Thanksgiving, Christmas and Easter services held in the parish church.
- Religious Education is now timetabled each week across the school and there are plans in place for lessons and services.
- The activities held effectively develop pupils' knowledge and understanding of religious beliefs, teachings and practices in addition to their subject skills and their cross-curricular skills.
- The school promotes values that help pupils to differentiate between good and bad.
- Circle time and class discussions give pupils the opportunity to develop their ability to reflect on religious and unreligious responses to basic questions and to reflect on their own values.
- Assessment for learning is given forefront attention across the school, therefore the feedback for pupils' work is very praiseworthy, and the next steps to progress the learning are very clear.
- Religious Education is now a priority in the SDP 19-20 and is planned as a separate subject but within the learning areas and to respond to the requirements of the 4 purposes.



OPINION: GOOD.

Matters for Action

- **Ensure that each teacher is aware of the requirements of the Religious Education Framework.**

4 : Care, Support and Guidance

- Collective worship sessions are very effective and the sessions are planned in advance by the teacher. An opportunity is given to discuss and raise awareness of the Red Cross, Bernados, homeless, recycling, presenting morals, Aesop tales and a different prayer for each assembly. The parish vicar also holds a whole school service. Although assemblies are planned in advance, the school encourages the voice of the pupil and sometimes matters arise for discussion and reflection in assembly. These collective worship sessions help and encourage pupils to develop certain values and to establish their spiritual and moral beliefs.
- Each class has a 'bocs bwrw bol' (opening up box) for pupils to share their concerns with a member of staff.
- Welfare questionnaire results note that most pupils feel happy and safe at the school and feel that they have someone to turn to if they need to.



Gwasanaethau Lies			
Y Cylind Iffern 2019-2020			
Dyddiad	Lleoliad	Gwasanaethydd	Adroddiad
14-9-19		Gylfaethau Lisa, Alys, Aislinn, Oisín	Prifysgol
10-9-19		Gylfaethau Lisa, Alys, Aislinn, Oisín	Prifysgol
19-9-19		Gylfaethau Lisa, Alys, Aislinn, Oisín	Prifysgol
25-9-19		Gylfaethau Lisa, Alys, Aislinn, Oisín	Prifysgol

- The whole school visits the Chapel or Church twice a term to for a service by the parish vicar or to hold a service for members of the community.
- The school is at the heart of the community and this is very important. All efforts are made to invite members of the community to the school to enjoy shopping evenings, concerts, coffee mornings etc. In addition to this, a group of pupils visits old people's homes in the village to sing carols during Christmas.
- The Eco Council ensures that groups of pupils pick up litter around the village, and posters to prevent dog littering were placed around the village with the collaboration of the community council.
The school has close contact with the parish vicar, the school's welfare officer and the pcso police service that hold workshops to promote different aspects of safety for pupils.
- All of these actions effectively influence the pupils to nurture an understanding of their culture, community and to be active citizens in their community.

OPINION: VERY GOOD.

