

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 / KS3/ KS4

- Progress has been made in pupils’ understanding of beliefs, teachings and practices by studying different faith in the local area (Listening to learners/book look/discussion with teachers)
- Y5 & 6 pupils have developed increasing independence in their investigations as they gather information from a variety of sources. Pupils show initiative and are able to work independently and collaboratively using a Thinking Skills approach (pupil self evaluation)

Standards: Good (ESTYN 2015)

- There are good opportunities through the curriculum and other experiences for pupils to learn about sustainable development and global citizenship. The extensive work of the eco committee enables pupils to understand the aims of the school in relation to recycling and saving energy. Activities related to Fair Trade and World Water Day help them to gain an appreciation of their impact on the world and its people (ESTYN – March 2015)

Areas for Development

- Further develop pupils’ ability to reflect on spiritual issues by the use of strategies such as stilling and visualisation
- Encourage pupils to explain and justify their opinions and answers

Excellent		Good	x	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 / KS3/ KS4

- Discussions with class teachers show that most teachers have a sound knowledge of Christianity and other religions taught in our school.
- Updated RE Planning is in the process of being linked to the LNF.
- Teachers use a range of methodology and challenge pupils to produce work of the highest standard.
- A range of thinking strategies are in place allowing pupils to understand the impact of faith on daily life
- RE is enriched by the input of visitors from the Baptist Church and Anglican Church. We organise visits to local places of worship and invite representatives of local religious groups to come into school to talk with and work with the children.
- Y6 link up with Caldicot Comprehensive school every other year for a multicultural faith day where they work with people from different religious backgrounds.
- Foundation Phase & KS2 follow the Monmouthshire Agreed Syllabus for RE linked to themes.
- SEAL - curriculum resource to help develop children’s social, emotional and behavioural skills.
- We are a Rights Respecting School and have achieved our Level 1 status.

Learning experiences: Excellent (ESTYN March 2015)

Changes to provision and developments in teaching have improved pupil wellbeing and standards in important areas over time (ESTYN – March 2015). ESTYN made the overall judgement that Well Being was good.

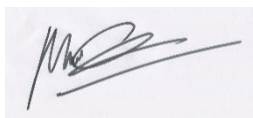
- Foundation Phase pupils ensure very good use of the indoor and outdoor environment and encourage high levels of participation and enjoyment of learning. Detailed and imaginative planning in key stage 2 builds on this strong foundation to ensure effective continuity and progression across all areas of the National Curriculum. The school has made good progress to plan appropriately to meet the requirements of the Literacy and Numeracy Framework (ESTYN – March 2015)

Areas for Development

- Develop and expand the range of strategies and resources to develop pupils' reflection skills, e.g. stilling and visualisation.
- Ensure new planning with LNF is workable. Assess its suitability and amend as required.

Excellent		Good	x	Adequate		Unsatisfactory	
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Signed: M



Gunn (Headteacher)

Date:

8.10.15

Name of School: Undy Primary School

Collective Worship

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

Does Collective Worship meet the statutory requirements?

Yes

No

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

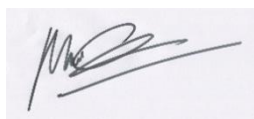
- The school holds a Collective act of Worship four days a week. On the days the pupils do not meet collectively, teachers take part in an act of worship in their classrooms, therefore meeting its statutory requirements
- Collective Worship provides opportunities to reflect and to praise through singing and prayer.
- SEAL (Social and Emotional Aspects of Learning) themes help to support and enhance pupils' values, morals, attitudes and understanding.
- The local vicar and other members from the church community visit regularly leading Collective Worship and Christian Festivals in the school.
- During the academic year each class leads a Collective Worship session.
- Senior Management Team, class teachers and pupils (including members from Criw Cymraeg) take turns to lead acts of Collective Worship.

Areas for Development in relation to the quality of Collective Worship

- To ensure an act of worship is taking place in classrooms on the one day per week when the whole school do not meet collectively.
- To check all staff are aware of their responsibilities for collective worship. It is an act of worship and that it should have a religious element, e.g. hymn/story/prayer.
- Ensure more opportunities are provided periodically during Collective Worship to raise awareness of beliefs and worship of other cultures and religions.
- To further develop ways in which to provide opportunities for spiritual development.

Excellent		Good	x	Adequate		Unsatisfactory	
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Signed: M



Gunn (Headteacher)

Date: 8.10.15