

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

Adequate to good progress has been made by most pupils in the school.

Incerts assessment shows that most pupils are progressing at the required level or better.

Areas for Development

The school needs to develop thinking skills and independent work. Numeracy and Literacy in R.E IS being highlighted for attention

Excellent		Good		Adequate	x	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

The SLT has found that most teachers allocate enough time to the subject and have good knowledge about the topics covered.

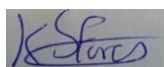
The scheme of work covers the various topics well

Areas for Development

The scheme of work needs to be updated to include the LNF

Excellent		Good	x	Adequate		Unsatisfactory	
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Signed:



Mrs K.S. Ford

Date: 28/09/15

Name of School: CASTLE PARK PRIMARY

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 has an act of collective worship every day.

The school fully meets statutory requirements

Collective worship allows time for reflection

SEAL (Social and Emotional Aspects of Learning) themes help to support and enhance pupils' values, morals, attitudes and understanding

One of the local clergy visit regularly each term

The school visit places of worship around Caldicot and further a field.

The school holds services in some of the churches eg Harvest Festival

The school has many visitors into assembly such as singers from America.

Areas for Development in relation to the quality of Collective Worship

- Welsh assemblies
- Using the Junior leadership team to take assembly

Excellent

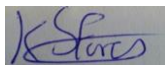
Good

x

Adequate

Unsatisfactory

Signed:



Mrs K.S. Ford

Date: 28/09/15