

## 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

- Planning is based on the Agreed Syllabus for Religious Education and the use of units of work prepared by the Monmouthshire/Blaenau Gwent partnership. This ensures good coverage of all faiths through meaningful topics and activities.
- Pupils regularly visit the local church and study special places, including places of worship, which has helped them to understand and appreciate their importance. This has been enhanced through excellent links with the local clergy who visits the school on a fortnightly basis to deliver Collective Worship. The school makes good use of visitors to support the teaching of faiths and to enhance understanding of key festivals, including Chinese New Year and Divali and Eid. We have also had visits from the local Quaker group, who have also given many valuable resources to support the teaching of RE – in particular the 'Teach Peace Pack'.
- Yr. 6 pupils participate in an annual Easter Experience as part of Monmouth's cluster working.
- The 2015 Estyn report recognised that throughout the school, the quality of pupils' speaking and listening skills is exceptionally good. They listen attentively to one another's ideas and present arguments convincingly, expressing their opinions with maturity and fluency. This is particularly evident in RE sessions where pupils are able to debate complex and moral issues.
- The school tracks individual pupil progress for all subjects, including RE, using the skills from the Agreed Syllabus. The skills of enquiry, investigating and evaluating are carried out very well in RE sessions where pupils are encouraged to reflect on and to challenge ideas and opinions. Pupil use a range of ICT to support investigative and research tasks.
- Estyn also noted that most pupils grow in confidence and learn to show care, respect and concern for others. Many older pupils learn to take risks, persevere and develop their resilience and that teachers provide good opportunities for pupils' spiritual, moral, social and cultural development.

#### Areas for Development

- Further develop Assessment for Learning strategies in RE in line with core subject areas
- Audit RE resources, artefacts and update

**Excellent**

**Good**

X

**Adequate**

**Unsatisfactory**

### 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 school uses a Higher Level Teaching Assistant to deliver RE lessons in all Foundation Phase and Key Stage 2 classes. Use of the HLTA for RE delivery has been instrumental in helping to raise standards in RE through consistent, carefully planned units of work.
- Discussions between the Headteacher, Humanities/ RE Co-ordinator and HLTA demonstrate that pupils are being taught RE skills well. This is backed up by lesson observations and scrutiny of pupils' work, although this is a less formal system than for core areas.
- Lesson observations and external observations (Estyn and EAS) has demonstrated that throughout the school, teachers and teaching staff have a consistent approach to teaching and learning, which ensures that pupils achieve well. They create a positive and co-operative working atmosphere. This ensures that pupils understand the aims of the lessons and helps them to recognise what they need to do to succeed. Without exception, teachers have high expectations of pupils' behaviour and attainment, and the quality of the work produced reflects this.
- Individual class led assemblies, from Reception to Year 6, occur on an annual basis and this has been established since

2012, which enables pupils to share their learning experiences with family and peers. It also provides opportunities for reflection.

- All pupils were involved in developing the schools' 5 –a—day culture and THINK posters as a core part of our code of conduct and a whole school approach shared values. Estyn noted that all pupils have a thorough understanding of the school's behaviour policy and respond very well to it. All pupils speak respectfully to adults and to one another, and are welcoming to visitors.
- The school provides a caring and welcoming environment, and places strong emphasis on the wellbeing of its pupils. Teachers implement effective strategies consistently to nurture self-discipline. The school's approach to behaviour management encourages children to act in a mature and co-operative way and to show mutual respect
- Assessment for Learning and next step marking procedures help to identify the next step of learning for pupils.

#### Areas for Development

- Action Marking to be implemented to ensure pupils are given opportunities to reflect on and respond to statements from teacher.

Excellent		Good	X	Adequate		Unsatisfactory	
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Name of School:

### Collective Worship

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

Does Collective Worship meet the statutory requirements?	Yes X	No
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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 does not meet requirements for daily worship in all respects, as teachers withdraw a very few children for support during assembly one day a week, although this has now been addressed.
- Collective Worship provides opportunities to reflect on core themes of values and respect.
- SEAL (Social and Emotional Aspects of Learning) themes help to support and enhance pupils' Values, morals, attitudes and understanding.
- The local Vicar regularly leads fortnightly Collective Worship sessions.
- Visitors such as Tony Bujeya and Reverend Grieves are welcomed termly into school.
- All teaching staff lead acts of Collective Worship on a rota basis, with the HT leading Collective Worship every Monday and Friday mornings

#### Areas for Development in relation to the quality of Collective Worship

- Ensure daily Collective worship meets statutory requirement every day.

Excellent		Good	X	Adequate		Unsatisfactory	
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Signed: *K Christofi* (Headteacher)

Date: 17.05.2016