

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 locally Agreed Syllabus for Religious Education. Use of the Progression Skills Ladders in RE for Foundation Phase and Key Stage 2 has ensured continuity and progression of skills development throughout the school and coverage of the Agreed Syllabus for Religious Education. Use and application of the Skills Ladders has been instrumental in helping to raise standards in RE throughout the school.
- Pupils in the Foundation Phase and Key 2 have visited local places of worship which has helped them to understand and appreciate why they are important to believers. Pupils have a good understanding of teachings, practices and faiths through their studies in the local area. This has been enhanced through excellent links with the local clergy and members of the local Quaker group and visits to their churches and Peace Garden. By studying faith in the local area good progress has been made in pupils’ understanding of beliefs, teachings and practices. Pupils can identify some similarities and differences between the ways Christians and Muslims worship. This was ably demonstrated through the use of IT as a skill across the curriculum to compare Christianity and Islam.
- Most pupils are adept at using their communication skills to express personal opinion and beliefs and to listen intently to, appreciate and tolerate the views and opinions of others. As pupils progress through the year groups they grow increasingly more competent in asking and answering ever more complex moral questions such as; “Are we harming the world we live in through thoughtless development?”. Teacher assessments reflect the progress pupils have made in their communication skills.
- Development of pupils’ independent skills has been a major school priority. RE has helped to develop this area through evidence gathering activities, questioning of visitors, examination and handling of artefacts, internet research and carefully planned investigations. Pupils are encouraged to reflect on and to carefully consider their conclusions. Independent skills are encouraged from the youngest age and by the time pupils reach upper juniors, they are embedded.
- Pupils exhibit great social conscience and are always keen to help those less fortunate by raising funds for local, national and world charities. This academic year they have raised funds for Velindre Hospital, Children in Need, The Abergaveeny Food Bank, Water Aid, the Rotary Club and the Royal British Legion.

Areas for Development

- Further develop Assessment for Learning strategies to accurately assess outcomes in RE.
- Continue to provide more opportunities in RE lessons to develop the skills and knowledge of more able pupils.

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

- The school uses a Higher Level Teaching Assistant (an experienced qualified teacher] 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 throughout the school. Each class has 5% of the weekly timetable allocated to RE
- Discussions between the Headteacher and RE Co-ordinator and HT lesson observations has demonstrated that a wide range of methodology and experiences are used to develop pupils’ skills and understanding in this area. Expectations of all pupils is high and they are always encouraged to give of their best. This has resulted in pupils producing quality work.
- Pupils’ independent working skills have been enhanced through implementing activities that promote thinking skills

(skill across the curriculum.) A range of thinking strategies are in place such as enquiry based learning. This has improved pupils' ability to contribute effectively in group discussions.

- Individual class led assemblies, from Reception to Year 6, have been established allowing pupils to share collective worship with parents, carers, relatives and friends. Pupils share their learning experiences with a great deal of competence and confidence. This has resulted in greater parental engagement in school.
- Assessment for Learning procedures help to identify the next step of learning for pupils. Assessment records, at present are held by the HLTA.

Areas for Development

- In accordance with the recommendation of the 2012 Estyn Inspection, monitoring processes and procedures will be developed. The HLTA will use the school's 5 Stage Model of Monitoring to monitor standards in RE (SIP Priority Area 6: Develop comprehensive systems for monitoring, evaluating and improving the standards of pupils' work and the quality of teaching).
- Embed RE recording of pupil outcomes in RE into the Incerts systems to track pupil progress and achievement.

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 holds a daily act of Collective Worship and fully meets its statutory requirements.
- Collective Worship provides opportunities to reflect and to praise through singing. Singing of hymns is ably led by the Music Co-ordinator and is of a very high standard.
- SEAL (Social and Emotional Aspects of Learning) themes help to support and enhance pupils' Christian Values, morals, attitudes and understanding.
- The local Vicar is a visitor and regularly leads Collective Worship and Christian Festivals in the school. (He even provides the disco for PTFA events and acts as the DJ!)
- Once during the academic year each class leads a Collective Worship session.
- Foundation Phase and KS2 Leaders lead acts of Collective Worship on a rota basis..

Areas for Development in relation to the quality of Collective Worship

- Timetable the newly appointed Deputy Headteacher to lead an Act of Collective Worship one day per week.
- Ensure opportunities are planned during Collective Worship to raise awareness of beliefs and worship of other cultures and religions.
- Staff to consider how elements of the 'Donaldson curriculum' might be mapped into Collective Worship Plans.

Excellent		Good	X	Adequate		Unsatisfactory	
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Signed: *J Murphy* (Headteacher)

Date: 15.05.2016