

## 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

#### Pupil Behaviour and Attitudes

- A strength of the school is the good behaviour, positive attitude and respect for staff shown by all pupils. This was commented upon in the LA Review and through the Link Officer and other LA support personnel through School Improvement Officers. However, a minority of Parents' questionnaire responses did not reflect this as 27% of parents were unsure if behaviour is good and 8% felt that it is not.
- The school has a sound Positive Behaviour Policy that is endorsed by the pupils, staff, and Governors. The policy was developed within our cluster of schools.
- Recently appointed Ffrindiau worked together to create new school rules and the Positive Discipline Plan. They hold worthwhile regular meetings and have a strong pupil voice.
- Pupils devise their own appropriate class rules on an annual basis in addition to revisiting our school rules.
- The school has had no permanent or short term exclusions in the last four years.
- High levels of pupil involvement in their learning, both in and out of school, impact on positive learning behaviours.
- Since the introduction of Foundation Phase and Curriculum 2008, most pupils have been involved in the planning of their class themes. The outcome of this has been that children are more effectively engaged in their learning. All pupils discuss 'what they know' and 'what they want to find out' about each theme, they also review this at its end. This has led to highly positive interest levels and pupils regularly contributing ideas from outside of school.
- The majority of pupils complete homework.

#### Community Involvement & Decision Making

- The School Council (SC) are elected annually by class members and feedback relevant information to the class council regularly. They are involved in a variety of ways, making positive contributions to school life, i.e. deciding on fund raising events and charities to support, raising awareness of healthy choices, promoting an environment where their voice counts throughout the school.
- SC hold worthwhile meetings as required and are responsible for organising the meetings.
- SC have been actively involved in interviews for teaching staff and the Headteacher.
- The school operates a valuable Ffrindiau system which has resulted in pupils helping one another to engage better with one another.
- The School's Eco Committee were fully involved in the attainment of the Eco-Schools' Green Flag Award in 2011. The Eco Committee, along with all other pupils, effectively promote healthy lifestyles through activities such as fruit tuck shop (see 2.3.1), recycling, and rainwater harvesting, composting/recycling.
- The school offers many skilful extra-curricular activities. These vary throughout the year.
- In the local and wider community, pupils participate in numerous activities such as singing with Male Voice Choirs to support local charities, such as 'Bridges', Raising funds for national charities such as MacMillan Cancer and Genes for Jeans.
- The school has a suitable allotment area where each class is responsible for a section.
- The school is host to a worthwhile carer/toddler group which liaises closely with the Nursery class and staff. This provides continuity for pupils and provides an opportunity for parents to share with one another and build good relationships.

#### Social & Life Skills

- Pupils are prepared for life by quality initiatives such as: Healthy Schools, Eco activities, working with businesses in the community and the allotment project.
- Pupils readily present the results of their learning to other pupils, parents/carers and Governors, through leading assemblies, concerts and other learning opportunities.
- Pupils' emotional development is thoroughly enhanced and promoted through PSE, Circle Time and SEAL sessions as well as whole school assemblies.
- The school nurse runs informative sessions for Year 5 and 6 pupils, where issues of puberty are addressed. She is also available to discuss individual issues with parents and has run information sessions on issues such as head lice. The outcome is pupils and parents are kept well informed.
- The development of skills through the National Curriculum and the progression of pupils' skills are carefully monitored through the thematic plans, schemes, lesson planning and assessment. Through this pupils have good opportunities to work with others, work independently and in teams/pairs to solve problems and develop their thinking skills.

## Areas for Development

- Continue to provide quality opportunities for pupils to have more involvement in shaping their learning experiences.

Excellent

Good

Good

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

### Health and Wellbeing

- The school has effective policies and arrangements for promoting healthy living and pupils' emotional and physical wellbeing.
- Through the comprehensive SEAL initiative, other PSE sessions and assemblies pupils are encouraged to consider their own feelings and those of others in school and the wider/world communities.
- The school is the first in Monmouthshire to adopt a Values-based Education (April 2016) to enhance our current provision for PSE and impact positively on home life.
- The school has a well embedded open door policy where parents/carers are encouraged to come into school and share issues that may affect their child/ren. The school also offers three parents/carers consultations a year where parents/carers are involved in target setting as well as discussions about their child's wellbeing.
- In addition to PSE/SEAL initiatives, the school also offers pupil high quality support in: substance misuse; internet safety; road safety; stranger awareness; healthy lifestyles; sex and relationships through partnership with external agencies such as the Police, School Nurse, Road Safety Officers and LA Healthy Schools Liaison Workers.
- Thorough site checks are undertaken termly by the Headteacher and Governor with responsibility for Health and Safety. Information obtained is shared with Governing Body.
- As mentioned in 1.2, the school has Positive Behaviour and Anti-bullying Policies. The effectiveness of these policies is shown through very few reported incidents.
- A robust reporting strategy is in place for any incidents of oppressive behaviour. Racial incidents are monitored monthly by MCC.
- The attendance data and pupil discussions show that the majority of pupils enjoy school life.
- As mentioned previously, the school promotes good behaviour and attendance and this can be seen from attendance data and lack of exclusions.
- All Foundation Phase pupils are provided with a healthy snack daily and a healthy tuck shop is available for KS2 pupils promoting a healthy lifestyle.
- All pupils are encouraged to eat a healthy packed lunch if not receiving school meals. A Packed Lunch Policy has been introduced and is available on our school website.
- Healthy school meals are freshly prepared on site and meet statutory requirements regarding healthy eating.
- All pupils are provided with, and encouraged to use, a water bottle in line with school policy.
- Ffrindiau encourage and promote active learning and healthy relationships on the playground.
- 100% attendance is celebrated and rewarded on a termly and yearly basis.
- SEAL is used to explore feelings and positively respond to difficult situations.
- School provide a wide range of extra-curricular activities – sport, dance, computer, choir, iPad, gardening etc.
- Opportunities for pupils and parents to share their views and opinions through questionnaires are provided annually. The responses are analysed and suggestions are acted upon.

### Spiritual, Moral, Social and Cultural Development

- All pupils are given very good opportunities to develop a sense of curiosity, empathy and reflection through the curriculum, Religious Education (RE), PSE, ESDGC, Values-based Education + SEAL.
- The school follows the Monmouthshire Agreed Syllabus for RE which considers practices of religion throughout the world.
- Pupils are actively encouraged to share their own experiences of diverse cultures.
- Through the SEAL/Thoughtful Thursday initiative and 'Circle Time' sessions, pupils are encouraged to take responsibility, show initiative, and demonstrate an understanding of 'right from wrong' and community awareness. This is a strong feature of the school ethos and values, and is enhanced by the introduction of Values-based Education.
- In conjunction with their teachers, pupils have developed their own effective classroom rules.
- Positive school rules are embedded throughout the school and are reviewed/amended regularly through assemblies, school

- Council meetings, and Ffrindiau meetings.
- As a Community School the facilities are used by members of the local area. Many local community activities and groups are supported by the school. These include: weekly Food Co-op, visits to (and from) local churches, visits to Monmouth town museums and library.
- The school choir has performed in numerous concerts, including the charitable event '1000 Voices' in the Motorsport Arena. They are part of the Cluster Choir and regularly perform in the local area. All pupils are also given the opportunity to perform in local projects i.e. Junior Monmouth's Got Talent.

Evidence – Book Looks and Planning scrutiny have revealed that RE is taught weekly for a minimum of 1 hour throughout all phases within the school. Pupils are given good opportunities to develop their spiritual, moral, social and cultural development. No lesson observations have been monitored this academic year with a RE focus.

**Areas for Development**

- Lesson observations with a RE focus.

Excellent		Good	Good	Adequate		Unsatisfactory	
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Signed: *S. A. Wright* (Headteacher)

Date: 23/05/16

Name of School: Kymin View primary & Nursery School

**Collective Worship**

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

Does Collective Worship meet the statutory requirements?	Yes	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**  
**Collective Worship**

- The school meets the statutory need for daily collective worship encompassing a range of beliefs through visiting local clergy.
- Rev Gill (Foundation Phase) & Rev Kev (Key Stage 2) take regular (usually weekly) assemblies throughout the year. In addition Toni Bugeja (Christian Schools Worker) and Ian Roberts (Wyesham Christian Fellowship) take an assembly each half term.
- Two informative half-termly SEAL assemblies are held to reinforce their social and moral development learning which is carried out in class.
- Each year, all pupils are involved in devising and leading their own class assembly for parents/carers and other community members. These are consistently good and appreciated by parents.
- All pupils are included in all assemblies. No pupils have been excluded despite having different beliefs.
- Nursery and Year 2 pupils perform a Christmas play which includes the Nativity each year to their parents and all other pupils in the school.
- Year 3/4 perform an Easter play each year to their parents and all other pupils in the school.
- Children regularly learn new songs and sing praise, worship and biblical story based songs in assembly.

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

- All our visitors have been from a Christian faith. Collective Worship is dominated by Christian beliefs and values and we now need to be more inclusive by inviting people from alternate faiths to share their thoughts with us.

Excellent		Good	Good	Adequate		Unsatisfactory	
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Signed: S. A. Wright (Headteacher)

Date: 23/05/16