



Neuadd y Sir
Y Rhadyr
Brynbuga
NP15 1GA

Dydd Iau, 1 Mehefin 2017

Hysbysiad o Adroddiadau a Dderbyniwyd yn dilyn Cyhoeddi'r Agenda

Standing Advisory Council on Religious Education (SACRE)

Dydd Gwener, 9fed Mehefin, 2017 at 1.30 pm,
Rooms 6 & 7, Innovation House, Wales 1 Business Park, Magor NP26 3DG

Ynglwm adroddiadau y bydd y pwyllgor yn ystyried fel rhan o'r agenda gwreiddiol ond cawsant eu cyflwyno i wasanaethau democrataidd yn dilyn cyhoeddi'r rhaglen.

Eitem Ddim	Eitem	Tudallennau
9.2	Crynodeb adroddiad arolwg Ysgol y Fenni.	1 - 6
9.3	Crynodeb adroddiad arolwg Ysgol Gynradd Archesgob Rowan Williams.	7 - 10

Paul Matthews
Prif Weithredwr

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Summary Of Inspection Reports SACRE Summer 2017

Ysgol Y Fenni	May 2010	February 2017
Collective Worship	Pupils' spiritual development is promoted very well and they have experiences of a high standard during the whole-school and classroom sessions of collective worship. They have opportunities to express an opinion and to reflect on the themes of assemblies. The range of rich experiences across the curriculum which fire learners' imaginations contributes very well to their spiritual development.	'regular opportunities for collective worship;'
Religious Education	<p>All learners are provided with equal access to a broad, balanced and relevant curriculum which satisfies statutory requirements.</p> <p>They develop an increasing awareness of the diversity in the world and the differences between various beliefs and cultures appropriately through lessons in geography and religious education and collective worship sessions.</p>	KS2 pupils research skilfully on the internet and a minority are aware of the need to consider copyright when attaching pictures and video clips to their work, for example when creating specific QR codes that guide users to enjoy comprehensive presentations on the world's religious leaders.
Pupils' social, moral, spiritual and cultural development.	Pupils' personal, social and moral skills are outstanding.	The school promotes pupils' spiritual, moral, cultural and social development appropriately through the medium of purposeful themes and regular opportunities for collective worship; for example, outdoor activities at the forest school promote good values in terms of trust, responsibility, honesty, respect and teamwork effectively. This helps pupils to develop important life skills, such as co-operation and knowing the difference between right and wrong.
Community links	Many appropriate visits are arranged which are linked to pupils' historical, geographical, scientific and religious studies. Visitors to the school, who include clerics, artists, musicians, poets and authors, play a very important part. These experiences are outstanding features.	<p>Pupils are keen to raise money for charities within their community and internationally, and they have an appropriate awareness of the situations of people who are less fortunate than themselves and in need.</p> <p>The school's pupils are very visible in the locality and the local community. Teachers make suitable use of the local museum and castle to enrich provision and broaden pupils' experiences successfully. The school has developed a plot of land at a local care home in order to create a forest school, and pupils sing and give donations in order to thank them. As a result, the school promotes a robust sense of community responsibility among pupils.</p>

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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.

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 subject leader. This ensures good coverage of all faiths through meaningful topics and activities.
- Pupils visit the local church and study special places, including places of worship, which has helped them to understand and appreciate their importance. 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. Pupils regularly receive musical workshops and integrated days to learn about other faiths and traditions.
- Yr. 5 & 6 pupils visit the synagogue in Cardiff and also the Salvation Army Church in Cwmbrân. Estyn noted that extra-curricular activities, including visits to places of interest, workshops and presentations by visitors, enrich provision for pupils.
- The 2017 Estyn report recognised that throughout the school, pupils immerse themselves completely in their written work, for example when presenting a detailed biography of Mother Theresa. The report also states that many use a good range of higher order reading skills to discover facts from different sources quickly. A good example of this is the way in which they gather information from the internet about extreme poverty in Haiti. They research skilfully on the internet and a minority are aware of the need to consider copyright when attaching pictures and video clips to their work, for example when creating specific QR codes that guide users to enjoy comprehensive presentations on the world's religious leaders e.g Martin Luther King and Mother Theresa.
- The school tracks individual pupil progress for all subjects, including RE, using the skills from the Agreed Syllabus. The school reports annually to parents on pupil progress in RE.
- 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 pupils are keen to raise money for charities within their community and internationally, and that they have an appropriate awareness of the situations of people who are less fortunate than themselves. The school sends old school uniform to a school in Uganda and this year has worked with the charity Love Zimbabwe to collect money for books for their library.
- Estyn noted that the school provides an effective range of stimulating and interesting activities that develop pupils' understanding of life in other countries around the world.
- Estyn noted that the school promotes pupils' spiritual, moral, cultural and social development appropriately through the medium of purposeful themes and regular opportunities for collective worship; for example, outdoor activities at the forest school promote good values in terms of trust, responsibility, honesty, respect and teamwork effectively. This helps pupils develop important life skills, such as co-operation and knowing the difference between right and wrong.
- Estyn noted that the school has given beneficial attention to the EU Convention on the rights of the child. As a result, pupils have written to commercial companies to raise concerns about their policy on employing children to harvest crops.

Areas for Development

- Audit RE resources, artefacts and update
- Visit a mosque

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

- Discussions between the Headteacher and RE Co-ordinator 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.
- Provision is described as excellent by Estyn who state that all of the school’s staff work together to provide stimulating experiences and interesting learning programmes that excite nearly all pupils. Teachers provide a broad and balanced curriculum and adapt plans skillfully in order to meet the needs of nearly all pupils very creatively. As a result they are given an exceptional range of high quality learning experiences.
- Lesson observation 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 Nursery to Year 6, which enables pupils to share their learning experiences with family and peers. It also provides opportunities for reflection.
- 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.
- All of our Christmas shows include elements of the First Christmas story.

Areas for Development

- Ensure that RE has in-put in the Humanities team when preparing for Donaldson Curriculum.
- Ammend Schemes of work accordingly.
- Ensure that pupil work wih increasing independence.

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 meets requirements for daily worship in all respects and has devised a termly timetable of topics and stories to be covered.
- 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 churches visit to give assemblies as do charities such as Operation Christmas Child. .
- Visitors such as Tony Bujeya and local Christian puppet companies 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.
- The school actively seeks pupils’ opinions on assemblies and how they could be improved – this is done through a question on the annual pupil questionnaire and also through the School Council.

Areas for Development in relation to the quality of Collective Worship

- Ensure that assemblies are interesting for a wide range of pupil ages.

Excellent		Good	X	Adequate		Unsatisfactory	
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Signed: *A wiggins* (Headteacher)

Summary Of Inspection Reports SACRE Summer 2017

Archbishop Rowan Williams Voluntary Aided	July 2009	February 2017
Collective Worship	Prayers and opportunities for reflection are regular features of collective acts of worship which fulfil statutory requirements.	No reference in report.
Religious Education	<p>Through their work in geography, Personal and Social Education and Religious Education, pupils are made aware of the lives of children in other parts of the world, the economic and social inequalities that exist and how global forces shape their lives. Theatre visits, poetry workshops and visits to places of worship such as a synagogue effectively enhance pupils' learning experiences.</p> <p>Under 5s: All children are becoming familiar with well known stories from the Bible such as David and Goliath. They know that the Bible is a very special book that is read in church. They are also becoming familiar with other religious and cultural traditions. During their study of Diwali, for example, they explore Indian dance, cookery and craft traditions.</p>	No reference in report.
Pupils' social, moral, spiritual and cultural development.	<p>Spiritual development is exceptionally well promoted through both religious and creative experiences. For example, listening to a piece of music made one pupil think and write about how she felt when her grandmother died.</p> <p>The emphasis on moral development ensures that pupils understand the difference between right and wrong. Awareness of their own and other people's cultures is very well promoted through pupils' attendance at eisteddfodau and other special events in their area and through the school's links with places such as South Africa.</p>	Provision for promoting pupils' spiritual, moral, social and cultural development is good. For example, the school's ethos team promotes positive values, such as perseverance, throughout the school.
Community links		There is a strong caring ethos in the school that promotes a feeling of belonging, equality and respect. The school recognises diversity and celebrates pupils' differences positively in an 'I am special' week. The school is an inclusive community that ensures that all pupils are valued and have equal access to everything that the school has to offer.

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