



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

Ynghlwm 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
9.3	Crynodeb adroddiad arolwg Ysgol Gynradd Archesgob Rowan Williams.	1 - 4

Paul Matthews
Prif Weithredwr

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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.
- 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

Workbook scrutiny by the Head teacher takes place annually and listening to learners and a learning walk by the Ethos Team has taken place. The two RE coordinators in the Humanities Curriculum Team are enthusiastic in their role and have introduced the Diocesan Scheme of Work to the school.

The RE curriculum is well planned.

- Teaching is good with aspects of very good practice in some lessons.
- Teachers demonstrate good subject knowledge and the active involvement of Teaching Assistants enhances pupils' learning in a positive way.
- Teachers demonstrate good questioning skills on the whole and there are opportunities for older pupils to plan and present group presentations.
- A scrutiny of books and discussions with pupils indicate that pupils enjoy a wide and varied RE curriculum. Pupils make good progress in their understanding of Biblical stories and concepts.
- Pupils understand how the values link to the values and distinctive character of the school.
- Children's work in RE books is progressive and tasks are varied being based around the Christian values promoted throughout the school.
- Nearly all pupils talk confidently about Christian values for life.
- Many pupils communicate with confidence and respond effectively to some probing questions on aspects of the Bible and religious ideas.
- IT skills have been demonstrated in conjunction with RE lessons and give opportunity for pupils to develop a stronger grasp of both subject areas. Older pupils demonstrate independent research skills using ICT.
- In all areas of RE within the school, pupils and staff are encouraged to be reflective in their faith.
- The school environment contains interactive displays helping to further extend pupil's knowledge of RE.
- Through teaching of RE the importance of personal faith is highlighted.
- Pupils show good understanding of many key aspects of Christianity and the Bible and can articulate this in a mature way
- In Upper KS2 most pupils engage well with tasks, work cooperatively in groups and at an appropriate pace demonstrate progression in their learning.
- In the Foundation Phase, nearly all pupils enjoy RE

Areas for Development

- include greater challenge and differentiation in RE and increase pupils' opportunities to respond appropriately to teachers' focused marking enabling them to improve
- develop a robust system of monitoring, tracking, assessment and evaluation of RE to inform self-evaluation and school improvement
- ensure the RE Scheme of Work includes more detailed coverage of other faiths to increase pupil knowledge and understanding of world religions

Excellent		Good	/	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

- RE teaching is based around the Diocese SoW and the Christian values it contains. In some year groups suggested activities are substituted for others more applicable to our school.
- The Diocesan SoW links to the half-termly value and includes some good use of RE core skills across the curriculum. Core skills match the expectations of the Literacy and Numeracy Framework (LNF).
- The school has an effective focus on Christian values which strengthens personal development and well-being across the school.
- RE is taught both as a discrete subject (1 lesson per week) in addition to the incidental reference and promotion of RE throughout the school each day.
- Lesson planning and content is progressive.
- The annual Values day helps to set the tone for the school year.
- Pupil successes are celebrated each week in a pupil led Act of Worship giving pupils increased confidence.
- Year 6 take part in an RE day at Caldicot School during the summer term when other faiths are respected.
- RE lessons, the school values and links with local clergy help to support the spiritual needs of pupils within the school.
- Weekly services at local Church and half-termly Eucharist play a central part to developing prayer and worship within the school.
- An Ethos committee has been established by the pupils in collaboration with teaching staff with the sole aim of promoting a strong Christian Ethos throughout the school.
- Attitudes to school have been very positive in general as seen in the PSAS survey. (Ethos scores of 27.5 and above in Y4 and Y5)
- Strong and supportive relationships exist between all members of the school community which have been securely embedded in the distinctive Christian values of the school.
- All learners have a good understanding of the role of the Christian church both at home and abroad.
- RE teaching plays a significant role in developing the Christian character of the school.
- Class led assemblies are embedded in the school calendar in order to celebrate various Christian festivals and give opportunities for pupil led prayer and worship.
- Stronger links within the community are promoted through events such as our Ising concerts which promote the 'school as a family' and have led to increased parental engagement.

- Resources are effective and include ICT, artefacts and texts
- Teaching members of staff from both Key stages coordinate the teaching of RE as part of a curriculum team. They are developing good practice within the school and often take opportunities to learn from other schools.
- HT meets regularly with the Rector to develop RE within the school and plan modifications to CW and community links in order to develop engaging services.
- Links to other Church schools are strengthened through staff members being part of a PLC between CiW schools in the Dioceses of Monmouth and Llandaff which informs and enriches the RE curriculum.

Areas for Development

- ensure the RE Scheme of Work includes more detailed coverage of other faiths to increase pupil knowledge and understanding of world religions
- develop an outdoor area for reflection and prayer to foster pupils' spirituality.

Excellent

Good

/

Adequate

Unsatisfactory

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

- Daily acts of collective worship are held as it holds a central place in the life of our school building a family atmosphere.
- Collective Worship is led by members of SLT, staff, Clergy (CiW and others) as well as pupils or whole classes and develop pupils understanding of theology and faith.
- Pupils have opportunity to write and say their own prayers during worship services leading to increased confident and promoting personal faith.
- The Biblical knowledge of the pupils is increased through CW and pupils feel confident enough to ask searching questions about faith during lessons or following CW.
- Singing is at times lively and at others more reflective depending on the service. Pupils often select appropriate songs themselves. The school also has a well-attended music club which meets weekly.
- Classes collaborate to take collective worship at different times of year such as Harvest (Y3/Y4), Remembrance (Y6) and Easter (Y2) which promotes friendship and trust.
- Each half term a Christian value is promoted through CW, RE lessons and in the wider school community in order to help pupils develop their own Christian character.

- The PSAS data shows our pupils enjoy opportunities to be together and visits from our local Clergy. Our remembrance service is often attended by members of the wider community.
- The Church year is highlighted through the changes made to the colours displayed during CW. This helps pupils appreciate the traditions of the established church.
- CW contains strong Biblical content and makes links with everyday life. Pupils encounter and listen with interest to members of the community with personal faith.
- The behaviour observed in CW is respectful and calm which helps to maintain a reflective aspect to this daily act.
- During Eucharist services, pupils often assist as servers or worship leaders helping to give them ownership of acts of faith.
- Prayers are said each day at lunchtime and home time and pupils recognise the central part of prayer in the life of Christians.

Areas for Development in relation to the quality of Collective Worship

- To involve new Rector within Ethos Team meetings
- Ethos team to work with the new Rector to create a Eucharist service and other worships bespoke to our school

Excellent		Good	/	Adequate		Unsatisfactory	
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Signed: *Suzanne Hamer* (Headteacher)

Date: 7th June 2017