

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 in the form of schemes of work and covers the Monmouthshire Agreed Syllabus for Religious Education. The scheme of work for Foundation Phase and Key Stage 2 ensures continuity and progression throughout the school and coverage of the Agreed Syllabus for Religious Education.
- Pupils in the Foundation Phase and Key Stage 2 have visited local places of worship that 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 school and the local area.
- We have excellent links with the Methodist Church in Chepstow and receive regular visits from Reverend Andrew. By studying faith in the local area good progress has been made in pupils' understanding of beliefs, teachings and practices.
- 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.
- Pembroke has a wide range of resources/artefacts which ensures pupils receive an experiential approach to RE. The resources ensure children have a enriched experience of celebrations, beliefs and festivals in their own and other faiths.
- Development of pupils' thinking and independent skills is a school priority. RE helps to develop this area through evidence gathering activities, questioning of visitors, examination and handling of artefacts and internet research. Pupils are encouraged to reflect on and to carefully consider their conclusions. Independent skills are encouraged from the youngest age.
- 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 Children in Need, Save the Children, Diabetes Type 1 and Roatry Christmas Box appeal.

Areas for Development

- To monitor the transfer of planned activities are taking place progressively and consistently across the school.
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Excellent		Good		Adequate	x	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.

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 curriculum is planned with the emphasis on child centred learning, which largely promotes developing pupils' independent skills. These enquiry led activities have been enhanced through implementing activities that promote thinking skills (skills across the curriculum, including RE.)
- A range of thinking strategies have been introduced this academic year, improving pupils' ability to contribute effectively in group discussions.
- Individual class led assemblies and performances, from Reception to Year 6, take place allowing pupils to share collective worship with parents, carers, relatives and friends. Pupils have been able to share their learning experiences with a great deal of competence and confidence.
- Our consistent approach to Assessment for Learning procedures help to identify the next step of learning for pupils, this is implemented across the whole curriculum, including RE.

Areas for Development

- Re assign RE to a member of staff for co-ordination

Excellent		Good		Adequate	x	Unsatisfactory	
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Signed: Jo Child (Acting Headteacher)

Date: 15.12.15

Name of School: Pembroke Primary School

Collective Worship

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

Does Collective Worship meet the statutory requirements?

Yes X

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)

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.
- SEAL (Social and Emotional Aspects of Learning) themes help to support and enhance pupils' Christian Values, morals, attitudes and understanding.
- Rev. Andrews is a regular visitor at school and leads Collective Worship and Christian Festivals in the school.
- Classes are encouraged to deliver an assembly or performance to enhance the daily acts of Collective Worship.

Areas for Development in relation to the quality of Collective Worship

- To develop a more cohesive, progressive timetable of themes to be addressed.
- Consider introducing Rights Respecting Schools award to improve understanding of the UN convention on the Rights of the Child.
- Ensure opportunities are provided periodically during Collective Worship to raise awareness of beliefs and worship of other cultures and religions.

Excellent

Good

Adequate

X

Unsatisfactory

Signed: Jo Child (Acting Headteacher)

Date: 15/12/15