

Religious Education

Inspection area 1: Standards in religious education

How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What have we identified in their work that shows their progress over time?

- Use pupils' work, teacher assessments, learning walks, lesson observations to make a judgement.
- For further guidance, refer to: the Locally Agreed Syllabus (National Exemplar Framework), Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, WJEC examiners' reports.

FOUNDATION PHASE

Most children are beginning to become confident in discussing various matters at the start of Foundation Phase and are starting to recall stories and facts. By the end of the Foundation Phase, most of them can take part in pair, small group and whole class discussions and ask sensible questions.

Most can talk about their feelings, actions and opinions by the end of Foundation Phase and around half can describe and propose simple comments on others' perspectives.

Most of the children are starting to use simple religious vocabulary with increased confidence.

KEY STAGE 2

Most 3 / 4 children can recall, respond and communicate simply around some of the fundamental religious beliefs, teachings and practices researched. Very few start to note what is similar and different between religions.

By Yr 5 / 6, around half of the pupils are able to describe some religious practices and beliefs. They begin to realize that religion and beliefs impact the lives of believers.

Most Yr 3 / 4 children can describe and discuss their feelings. They begin to take responsibility for their actions. Most of them respect others' perspectives. Most begin to acknowledge that there is meaning to religious symbols and use simple religious vocabulary suitably.

By Yr 5 and 6, many of the pupils are able to explain how their feelings, actions and opinions impact their lives. Many of them can discuss how their decisions impact their own lives and the lives of others. Many of them use suitable vocabulary.

Through cross-curricular teaching, the pupils receive opportunities to use their speaking and listening, reading and writing and numeracy and ICT skills appropriately in religious education e.g. drawing up an advertisement for a new vicar job, writing poetry and making Eid celebration cards.

In Key Stage 2, Big Question plans and resources are now partly used in Religious Education between classes.

Notes:

FOUNDATION PHASE: More opportunities for discussions. Further develop questioning.

KEY STAGE 2: Expand the pupils' knowledge of religious practice and beliefs. Provide more opportunities to discuss similarities and differences between religions.

Our pupils' religious education standards are: GOOD

Inspection Area 2: Wellbeing and attitudes towards learning about religious education

What do you think our pupils gain from religious education?

- Use: pupils' work, analysis of a religious education questionnaire, minutes of meetings held by focus groups/School Council.

For further guidance refer to: the Supplementary Guidance: listening to learners (ESTYN, September 2017)

Most learners in both key stages show a good awareness of Christian values and beliefs, such as sharing with others and caring for them. Through their efforts to fundraise for charities such as Children in Need and the local charity, Lighthouse, all learners develop a good awareness of the fact that they are part of a worldwide community and that they have a responsibility towards their fellow man. Opportunities are provided to develop 'The Pupil's Voice' by giving the responsibilities of fundraising and deciding what charities to support to the School Council.

Through visiting places of worship in the area, all learners develop a good understanding of the significance of the main characteristics that belong to religious buildings. They show a good awareness of some special ceremonies held in such places such as baptism. They have good knowledge of some of the Bible's main stories.

All pupils know about, and celebrate the events of the Christian calendar, and take part in Harvest, Christmas and Easter holidays.

Pupils in both key stages describe characteristics in the lives of historical figures, e.g. Mari Jones, Florence Nightingale and Dewi Sant, who were important leaders or have caused change in the world.

By the end of KS2, the pupils have a good understanding of reasons for pilgrimages undertaken by Christians, Jews and Muslims, and for the methods of carrying them out.

Pupils develop good PSE skills as a result of the wide range of texts addressed in their religious education studies.

Notes:

Improve the provision for supporting the pupil's voice and presenting more opportunities to express an opinion and to discuss religious developments, concepts and aspects.

Pupils' attitudes towards religious education at our school are: GOOD

Inspection Area 3: Teaching and learning experiences in Religious Education

How good is the planning and teaching of religious education at our school? Give examples of rich learning experiences in religious education.

- Use: learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance refer to: the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

FOUNDATION PHASE

- Foundation Phase teachers are familiar with the framework for introducing Religious Education
- The Foundation Phase plans ensure that the requirements of the framework are satisfied.
- The activities have been planned across the Foundation Phase and show progression from one class to another as a result of co-planning and co-discussing.
- Narrative resources, information books, big books, artefacts, ICT resources, visits/visitors to the school all spark interest and enrich provision of the subject.
- The local vicar comes to work with children once a month.

KEY STAGE 2

- During the Religious Education periods, the big questions are emphasised. The children's discussion and questioning skills are developing well.
- The children get to listen to stories and discuss aspects of them.
- Information technology is used to present areas of the syllabus and this is a spur for discussion work.
- Suitable resources and books are available at the school which are of high standard and are up-to-date. Video clips or local cases are used to present aspects of the work.
- Plans are available at the school but these must be looked at again as a result of re-organizing the school's classes.

Notes:

FOUNDATION PHASE Look again at the plans.

KEY STAGE 2 Look again at the plans as a result of class and personnel reorganisation.

Religious education standards at our school are: GOOD

Inspection Area 4: Care, support and guidance in Religious Education

To what extent do religious education lessons and activities help our pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop certain values and to establish their spiritual and moral beliefs?

- Use: learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance refer to: the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

A session of collective worship is held every day whether it is as a whole school, as a Key Stage or as an individual class. The services are based on Christianity. Parents have the right to remove their children from Worship sessions but nobody has currently chosen to do so.

During the worship session, the children have the opportunity to pray, sing, reflect, discuss, listen to stories, act, read etc. The local vicar conducts one service every month.

These sessions are used to discuss big questions and to present the classwork to the rest of the school. They are used as a tool to develop moral questions, areas of worldwide citizenship and personal and social development. We emphasize that similarities and differences must be celebrated.

The school takes part in the village church services e.g. Christingle, visiting local elderly people's homes and taking part in Urdd carol services.

The Headteacher carries out 'talk time' with Yr 5 and 6 children to share or discuss whether they have any concerns or even to say whether anything makes them happy. This makes children feel comfortable and safe at the school.

PSE matters are introduced across the curriculum. Circle time sessions allow for good opportunities for pupils to express an opinion, share and discuss their feelings and matters important to them. There is a procedure to discuss homework pupils haven't understood and an opportunity during class time to go over it which gives pupils the confidence to share any difficulties. The school has an effective active link with specialist agencies, including the education welfare service, medical services, education psychologists, the police, the school nurse and social services.

There is very little misbehaviour at the school and there are effective arrangements in place to deal with any incidents. The school's principles are clear and are very effective for everyone, and help pupils to differentiate between what is right and wrong and to develop self-respect. A reminder of this is given in morning assemblies. The school carries out 'Stars of the Week' which encourages and celebrates special behaviour and effort. There are very few reports of 'actual' bullying. The school adopts a very strict viewpoint on bullying.

Respecting multi-culturalism, encouraging aspects of diversity, anti-racism and development of fairness and equal opportunities are a natural part of the school. There is a clear emphasis on promoting the school's agreed values, and this has a positive influence on pupils' behaviour.

The school provides collective worship and services that play an important part in the spiritual, moral, social and cultural development of pupils. On the first Wednesday of each month, Cannon Philip Barratt gives a whole school service. This strengthens the community link and also gives further opportunities for collective worship. The school's collective worship implementation satisfies statutory requirements.

The school nurtures shared values such as honesty, fairness, justice and sustainability through the morning assembly in addition to work on the classroom floor. The school's family ethos is a positive characteristic and the school takes pride in all of its pupils.

Notes:

Discuss the collective worship sessions with all staff, and arrange periods to plan for these sessions. Put themes in place for the periods, ensuring that the plans emulate the classwork / class themes.

Does the school meet the statutory requirements for collective worship?

Yes

No

The contribution of religious education towards our pupils' development and community cohesion is: GOOD

Inspection area 5: Leadership and management in religious education

Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively? How do you know?

- Use: schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project.
- For further guidance, refer to: SACRE guidance

Notes:

Leadership and management of religious education in our school is JUDGEMENT

These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.

Matters for attention	Action to be taken	Whom?	By when?
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<p>FOUNDATION PHASE: More opportunity for discussions. Further developing questioning.</p>	<p>School assembly 3 times a week with religious aspects.</p> <p>Purposeful Religious Education lessons that give children the opportunity to discuss a big open question.</p>	<p>Teachers</p>	<p>Start January 2020</p>
<p>Discuss the collective worship sessions with all staff and arrange periods to create plans for these sessions. Put themes in place for these periods and ensuring that the plans emulate the classwork / class themes.</p>	<p>Consider the requirements of the new Curriculum for Wales and plan collective worship sessions to match these requirements.</p>	<p>Headteacher</p>	<p>January 2020</p>

A concise evaluation that will contribute towards the school's evaluation of 'Personal Development (4.2)'

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Headteacher:

Headteacher's signature:

Date:

Iolo Evans

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09-01-20