

Religious Education

Key Question 1: How good are the outcomes in Religious Education?

- The 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's Inspection Framework Section 1](#) and the [Local Agreed Syllabus](#)

Standards in Religious Education—progress in learning

THE FOUNDATION PERIOD

The pupils' ability to discuss and recall is developing well at the beginning of the Foundation Period and by the top end of the Foundation Period nearly every one is able to discuss and ask questions. The majority can speak about their feelings, their actions and their opinions by the end of the Foundation Period and about a half are able to describe and offer simple observations on other people's viewpoints.

The pupils' ability to use simple religious vocabulary across the Foundation Period is developed and a minority of pupils begin to come to recognize that there is meaning to religious symbols.

KEY STAGE 2

The majority of yr 3 and 4 pupils can recall, respond and communicate simply some of the basic beliefs, teachings and religious practices that are investigated. Very few are beginning to note what is similar and different in religions.

In yr 5 and 6 some of the pupils can describe some beliefs, teachings and religious customs and how some of these aspects of religion affect believers' lives. A minority of the pupils can make links between beliefs, teachings and religious customs describing the effect on the lives of believers and noting what is similar and different in and across the religions.

In 3 and 4 the majority of pupils can describe their own feelings, actions and opinions and offer simple observations on other people's viewpoints and begin to acknowledge that there is meaning to religious symbols and they use simple religious vocabulary suitably.

In year 5 and 6 some of the pupils are able to explain how their own feelings, actions and opinions affect their lives, and describe how other people's viewpoints in the same way affect their lives.

They use a range of religious vocabulary suitably and show a basic understanding of symbolic language.

Nearly every pupil in 3 and 4 can ask questions about their own experiences, the world around them and aspects of religion. They can discuss the questions from their experiences offering their own opinion. Owing to the nature of the themes a small minority of the pupils begin to acknowledge that basic religious questions are often complex and that the answers are often partial and indefinite.

In 5 and 6 the pupils are able to discuss their own and others' responses to questions about life, the world around them and religion. A minority of the pupils are able to express and justify their ideas and opinions about basic questions. According to their own investigations and experiences due to the nature of the themes about half the pupils acknowledge that basic religious questions are often complex and the answers are often partial and indefinite.

There is evidence in the pupils' books and the monitoring findings of the teaching and learning show that standards are good across the school.

Matters for attention

FOUNDATION PERIOD

- Continue to develop the pupils' vocabulary and ability to question offering them opportunities to express opinion by the top end of the Foundation Period.
- Develop an understanding of the effect of religion on the life of believers by the end of the Foundation Period.

KEY STAGE 2

- Ensure that the tasks provided for the more able group are challenging in working through the basic questions, religious and human.

Excellent

Good

✓

Adequate

Unsatisfactory

Key Question 2: How good is the provision in Religious Education?

- Self-evaluation should consider the following indicators: the time given to the subject, subject information, the teachers' specialism and professional development, the study programme's suitability and the range of learning resources used.
- An evaluation of lesson observations and pupils' work allow headteachers and departmental heads to form an opinion about the quality of the teaching in Religious Education lessons in the school, and the degree to which pupils are induced and encouraged to reach high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for Foundation period learners as well as Religious Education in KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN's inspection framework Sections 2.1 and 2.2 and the Local Agreed Syllabus

The teaching: planning and a range of strategies

THE FOUNDATION PERIOD

- Foundation Period teachers are familiar with the National framework for presenting Religious Education. They have identified the specific skills that involve people, beliefs and questions through the areas of Knowledge and Understanding of the World and Personal and Social development Welfare and Cultural Variation.
- Foundation Period plans on the basis of the above awareness has incorporated people, beliefs and questions within these two areas and across the other learning areas. The teacher jointly plans with RhyLI teachers to ensure consistency.
- The activities have been carefully planned across the Foundation period and show progression from one class to the other as a result of joint planning and joint discussion.
- A wide range of experiences are offered to give the pupils every opportunity to make progress in knowledge and understanding and discussion and reasoning skills in the area.
- Narrative resources, non-fiction books, large books, artefacts, ICT resources, visits/visitors to the school all create interest and enrich the provision in the area.

The Religious aspects within the areas are well provided in the Foundation Period

KEY STAGE 2

- A session of at least an hour is set aside for Religious Education across Key Stage 2.
- As a result of wide training, ordering rich resources that further deepen the teacher's understanding of the area provision is good across the stage.
- The plans are detailed and ensure progression and development. Giving attention to big questions has been a medium to ensure profoundness and develop the pupils' enquiry skills. The teacher plans jointly with RhyLI teachers and scrutinizes books monthly.
- Detailed assessment methods are a valuable contribution in providing tasks for different abilities.
- Advantage is taken of the opportunities to take the pupils out on visits to places of worship and to invite visitors to discuss Religious Education matters with the pupils.

The quality of teaching and the provision in Key Stage 2 are good.

Matters for attention

THE FOUNDATION PERIOD

- Continue to offer a wide range of interesting and valuable experiences.
- Teachers to continue to discuss together and to be aware of new resources that are available e.g. in ICT.
- Continue to encourage the pupils to develop thinking skills.

KEY STAGE 2

- Continue to develop challenging and extending tasks for the more able pupils in every class.
- Continue to set SC and give the pupils an opportunity to meditate on the learning.
- Continue with the detailed and effective joint-planning.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Collective Worship

How good is the provision for collective worship?

Does the collective worship conform to the statutory requirements?

Yes ✓

No

References: ESTYN's Inspection Framework Section 2.3.1, 'Supplementary guidance on inspecting Collective Worship in non-denominational Schools' (ESTYN), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good characteristics in relation to the quality of the Collective Worship

Collective Worship that follows the general tradition of the Christian belief is provided daily in school. The collective worship is held on class, stage and school level. Parents are given the right to excuse their children from the worship and their background is taken into consideration in providing for the worship.

Moral, spiritual and belief aspects are inspected whilst at the same time nurturing community spirit and promoting ethos and values.

The pupils will have an opportunity to do one or several of the following during the Worship:

- Meditation that includes listening, watching or meditating on motivation, presentation or talk from a member of staff or guest speaker.
- Praying
- Singing
- Reading

On the whole Collective Worship makes a significant contribution to the pupils' spiritual, moral, social and cultural development. Advantage is taken of opportunities to develop aspects of PSE, World-wide Citizenship and the Welsh Curriculum as part of the Worship. Creating ethos that is different to the school's everyday ethos takes place in the majority of the sessions.

On the whole provision is good with excellent aspects.

Matters for attention in relation to the quality of the Collective Worship

- **Imitate the good practices in every service**
- **Ensure that Collective Worship in both departments conform to regulations and requirements**
- **Further develop the ethos of the worship so that it reflects something that is separate to the school's usual activities on every occasion**
- **Ensure that responsibilities have been shared with all staff understanding their responsibilities in relation to Collective Worship**

Excellent

Good

✓

Adequate

Unsatisfactory

Signed: *Olwen Green* (Headteacher)

Date: 12.12.16