

YSGOL CAERGEILIOG FOUNDATION SCHOOL



A REPORT ON RELIGIOUS EDUCATION AT CAERGEILIOG FOUNDATION SCHOOL FOR THE ACADEMIC YEAR 2015-2016

Introduction:

Caergeiliog Foundation School is a multi-cultural School and has a commitment to 'Quality and Excellence in Education' and 'A Service of Care'. It strives daily to ensure that each child entrusted to its care is given the highest possible standard of education and one that will facilitate the best possible start in life. This involves the development of the whole child and is a process based on the philosophy of 'the child is father of the man' and one that sensitively prepares each pupil to face the challenge of taking on his or her responsibilities as tomorrow's citizen.

The School's Mission Policy aims at ensuring that as pupils grow physically and mentally, that they also grow socially and spiritually thus gaining real respect for themselves, for each other, and indeed, for the whole of this exciting world - God's world - in which we all live.

Over the past 5 years there has been a significant increase in the popularity of Religious Education at the School. The following Table shows the results of a Pupil Survey carried out as part of Year End Assessments to ascertain the popularity of Religious Education at Foundation Phase and Key Stage 2.

The pupils were asked whether they disliked the lessons, liked the lessons or liked the lessons a lot.

Stage	Disliked the lessons	Liked the lessons	Liked the lessons a lot
Foundation Phase	0%	26.8%	73.2%
Key Stage 2	9.7%	49.2%	41.1%

This Survey also established that girls preferred Religious Education lessons more than the boys.

Foundation Phase	Disliked the lessons	Liked the lessons	Liked the lessons a lot
Boys	0%	9.5%	32.3%
Girls	0%	17.3%	40.9%

Key Stage 2	Disliked the lessons	Liked the lessons	Liked the lessons a lot
Boys	4.2%	22.7%	16.6%
Girls	5.5%	26.5%	24.5%

STANDARDS in RELIGIOUS EDUCATION - FOUNDATION PHASE

The School's Self-Evaluation Report of Standards in Religious Education is the product of:

- Lesson Observations,
- Evaluation of Pupils' Work
- Continuous Assessment Procedures
- Responses/Comments from Parent Questionnaires
- Comments from Guests of the School, School Governors etc.
- Reports from External Audits e.g. Customer Service Excellence, Safeguarding Audits etc.

and

- Interviews with pupils

a. KEY QUESTION 1: How good are outcomes in Religious Education? Grade: Good

Nursery:

Good Features observed:

- Through engaging, practical and integrated activities the pupils talk freely about themselves, other people and the world around them.
- When expressing their own feelings and opinions many pupils were able to identify how their actions may affect others.
- Most pupils were able to recognise that other people's viewpoints may differ from their own and that this should be respected.
- Most pupils displayed an understanding of the need to have respect for the needs of others and to take responsibility for their own actions.
- The pupils asked questions about themselves, other people and living things, and listened attentively to the answers.
- The pupils showed curiosity and develop positive attitudes towards people from other religions and cultures.
- The pupils showed care, concern and respect for living things, the environment and the natural world

Areas for development:

Pupils need to further develop:

- an understanding of what is fair and unfair, while showing mutual respect.
- a greater awareness of their own feelings and opinions and develop the ability to express them in an appropriate balanced way.
- develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment.
- an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures

Reception and Year 1:

Good Features observed:

- Most pupils respond to their own ideas and the ideas of others, including their hopes, dreams, opinions, rules and ways in which they approach happy and sad times.
- Most pupils make comparisons and identify similarities and differences of identity, lifestyle and community.
- Most pupils respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively
- Most pupils communicate what is good and bad, right and wrong, fair and unfair, caring and inconsiderate.
- Most pupils understand that other people have feelings and beliefs that affect the way they think and behave.
- Most pupils demonstrate care, respect and affection for other children, adults, other living things and their environment.

Areas for development:

Pupils need to further develop:

- an understanding of the relationship between feelings, beliefs and actions.
- an understanding of the diversity of roles that people play in different religious groups and communities

Year 2:

Good Features observed:

- The pupils ability to investigate sources and issues raised through stories, holy books, festivals and celebrations is good and at times outstanding.
- Pupils express their own opinions and feelings and make decisions while considering the viewpoints of others.
- Pupils benefit from the School's multi-cultural nature and treat people from all cultural backgrounds in a manner that shows respect and understanding and develop an understanding of the diversity of roles that people play in different religious groups and communities.
- Pupils communicate and reflect on the decisions made in stories and situations, or personally, suggesting alternative responses, including those from religious perspectives.
- Most pupils develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment.
- The pupils display an understanding of the diversity of roles that people play in different religious groups and communities.

Areas for development:

Pupils need to further develop:

- the ability to use common words and phrases for their world and the ways in which people express ideas, beliefs and meaning.
- an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures.

- the ability to be independent thinkers and learners by using well-considered ideas and strategies.

b. Standards in skills: Communication, Numeracy, Digital Competency and Thinking:

The following represents Data collected during Lesson Observation/Performance Management Sessions of Religious Education Lessons/ Cross-Curricular Work.

Communication:

- Foundation Phase pupils are given good opportunities to develop their skills in oracy, reading and writing.
- Pupils’ listening skills are outstanding. They listen carefully to religious stories.
- Pupils at the upper end of the Foundation Phase listen to their fellow pupils, and are able to note the strengths and weaknesses of viewpoints or lines of reasoning.
- Pupils’ self assessment skills are well developed across the Foundation Phase

Numeracy:

- Foundation Phase pupils are given good opportunities to develop develop skills in the application of number.
- The best examples of good practice were seen in the way number skills were applied naturally in cross-curricular work.
- Pupils at the upper end of the Foundation Phase generated graphical representations and interpreted numerical data effectively.

Digital Competency:

- Most pupils in the Foundation Phase use ICT confidently as part of the lessons.
- Some pupils at the upper end of the Foundation Phase use ICT to communicate and share information.

Thinking:

- Pupils across the age range are given good opportunities to develop thinking skills through a range of activities.
- Learners ask fundamental questions which are raised by human experiences.

c. Religious Education Assessment Results for 2015-2016:

The Tables below show the standard achieved by pupils in Reception, Year 1 and 2:

Age Range	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Reception	7%	93%		
Year 1		12%	88%	
Year 2		4%	62%	34%

Key Question 2: How good is the provision for Religious Education in the Foundation Phase? Grade: Good.

Foundation Phase including Nursery.

- Pupils' spiritual, moral, cultural, mental and physical development is developed effectively across all the Areas of Learning including People, Beliefs and Questions.
- Stories and role-play contribute effectively to each pupil's ability to understand more about themselves and the viewpoints of others.
- Through educational play, the pupils are sensitively led to develop their ideas, opinions and feelings with imagination.
- The pupils are given well-planned and effectively taught, formal and practical, activities that help them to learn more about themselves, other people and the world around them.
- Quality teaching and a robust system of assessing pupil progress results in pupils developing an understanding of their rich cultural and religious heritage in Wales.
- Pupils are given opportunities to engage with resources from a variety of contexts including interactive forms.
- Pupils are encouraged to ask questions about their own and other people's beliefs, actions and viewpoints.
- Teachers arrange lessons that encourage the pupils to share their personal responses to important personal, spiritual and moral questions.
- Pupils are given opportunities to express personal responses to personal, religious and moral questions.
- Pupils are given opportunities to explore their responsibilities and the responsibility of religion for living things and for the natural world.
- At the end of the Foundation Phase, pupils are given opportunities to ask and explore more complex questions including personal, religious, spiritual and moral questions about the world, human experience, and aspects of religion.

Areas for development:

Pupils need to be given further opportunities to develop their:

- insight into religion and religious people.
- recognition of how religion has influenced and guided people's lives past and present.

STANDARDS in RELIGIOUS EDUCATION – KEY STAGE 2

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- Evaluation of Pupils' Work
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and

- Interviews with pupils

a. KEY QUESTION 1: How good are outcomes in Religious Education? Grade: Good

Good Features observed:

- Building on the skills, knowledge and understanding acquired during the Foundation Phase, most pupils are able to raise questions relating to personal experiences, religion and life in general.
- Pupils display a good level of knowledge and understanding of Christianity and the other principal religions.
- At the end of Key Stage 2, most pupils, across the age range, can recall, describe and explain religious beliefs and begin to explain the impact that religion has on the lives of believers
- Overall, pupils identify the similarities and differences within and across some religions.
- Most pupils use evidence from a range of sources effectively.
- Pupils describe their own feelings, actions and opinions, and in simple terms comment on the viewpoints of others.
- Most pupils develop alternative explanations and suggest new possibilities.
- At the end of Key Stage 2 pupils' ability to carry out an investigation in an open-minded way is outstanding.
- Some pupils at the end of Key Stage 2 display a keen understanding of how interpretations of the origins of the world and life influence people's views.
- Some pupils at the end of Key Stage 2 display a keen understanding how religious ideas, values and beliefs influence people's responses to life.
- Pupils use a limited range of religious language appropriately.
- Pupils use ICT and other means to gain access to information and to communicate religious concepts.
- Pupils express and justify ideas and opinions about fundamental questions in the light of their investigations and experiences.
- Pupils draw on a variety of informed sources and their own experiences in order

to present evidence and develop appropriate responses to fundamental questions.

- At the end of Key Stage 2 pupils' ability to explain the relationship between their own beliefs and actions is outstanding.

Areas for development:

Pupils need to further develop:

- the ability to make links between the religious beliefs, teachings and practices studied, describing the impact on believers' lives and identify the similarities and differences within and across religion.
- their ability to use a range of religious vocabulary appropriately and demonstrate an understanding of symbolism and symbolic language.
- the ability to analyse and interpret the layers of meaning/symbolism within religious stories, rituals, art, dance and music.
- the ability to use a range of critical and creative problem solving techniques in order to develop ideas and explore and challenge interpretations, preconceptions and possibilities.

b. Standards in skills: Communication, Numeracy, Digital Competency and Thinking:

The following represents Data collected during Lesson Observation/Performance Management Sessions of Religious Education Lessons/Cross-Curricular Work.

Communication:

- Pupils ask questions, communicate ideas and express their own feelings and opinions using different forms as appropriate to the audience and purpose of the activity.
- Pupils' ability to listen carefully to others, noting the strengths and weaknesses of viewpoints or lines of reasoning is outstanding.
- Pupils use different reading/writing strategies depending on the investigation or activity they are undertaking and show increasing understanding of religious/symbolic language with a growing awareness of the range of possible interpretation.

Numeracy:

- Pupils order events in time, by measuring time through the calendars of various religions, and by considering the significance of number within religions.
- Pupils interpret results/data and present findings from questionnaires, graphs and other forms of data in order to draw conclusions and ask further questions about issues relating to religion and the world.

Digital Competency:

- Pupils use ICT to communicate and share information (using, for example, e-mails and PowerPoint); to present information in a variety of formats using word processing and graphics.
- Most pupils at the end of Key Stage 2 find and develop information on the internet and other sources including CD-ROMs, etc.; to support oral presentations and the creation of ideas and strategies to improve the impact of their work.

Thinking:

- Pupils develop their thinking skills effectively through a range of activities.
- Pupils ask fundamental questions which are raised by human experience, the world and aspects of religion
- Pupils explore and make links between the religious beliefs, teachings and practices that they study.
- Pupils plan investigations by gathering and utilising a range of religious and non-religious sources and use these to evaluate and justify their personal responses.

Personal and Social Education:

- Religious Education forms the basis for developing pupils' spiritual, moral, social and cultural dimensions.
- The multi-cultural nature of the School effectively develops pupils' understanding of and respect for various world religions.
- Religious Education's focus on the desire of many religions to foster values and aspirations such as equality, justice, responsibility, peace and morality through such things as sustainability and global citizenship forms the cornerstone of Personal and Social Education. Pupils understanding of these values is outstanding.

The World of Work:

- Religious Education and the School's Entrepreneurship and World of Work Schemes of Work contribute effectively to pupils' insight into how religion influences believers in their choice of career and the standards expected of them in their working lives.

Cwricwlwm Cymreig:

- The School's Scheme of Work leads learners to appreciate the significance, value and impact of the rich Christian heritage and dynamic multi-faith

composition of Wales, past and present.

- The School uses a range of stimulating resources from the locality that focus on the significance and impact of religion and religious thinking on twenty-first century society.

c. Key Stage 2 Religious Education Assessment Results for 2015-2016:

The Tables below show the standard achieved by pupils in Years 3 - 6:

Year	Level 2	Level 3	Level 4	Level 5
Yr.3	55%	45%		
Yr.4		67%	33%	
Yr.5		41%	55%	4%
Yr.6		2%	69%	29%

**Key Question 2: Key Stage 2: How good is the provision for Religious Education.
Grade: Good.**

- The School's Scheme of Work is comprehensive. It introduces pupils to all the main religions and encourages pupils to develop their own beliefs whilst having tolerance of other creeds and cultures and total reverence for life.
- The Religious Education Scheme of Work has a distinct focus on how religions, at their best, will emphasise concern and responsibility i.e. stewardship, sustainability etc.
- Pupils are given opportunities to recall, describe and explain religious beliefs, teachings and practices.
- Lesson Planning provides ample opportunities for pupils to identify the similarities and differences within and across religions.
- Lessons and Whole School Worship have a focus on the impact that religion has on the lives of believers.
- Lessons promote pupils' ability to identify the similarities and differences within and across religions.
- Pupils are encouraged to express and begin to justify their own feeling and opinions in different ways, e.g. orally, in writing, etc.
- At the end of Key Stage 2, pupils are given opportunities to demonstrate how what they have learned has impacted on their own views/ideas.
- Staff make good use of open discussions to allow pupils to consider, appreciate, empathise with and respect the viewpoints of others.
- Corporate Worship encourages pupils to recognise, explore and reflect on the spiritual side of life.
- All lessons observed promoted the use of a range of religious language appropriately
- Lessons promote the use of ICT to gain access to information and to communicate information.

Areas for development:

Pupils need to be given further opportunities to develop their ability to:

- understand how different forms of authority such as sacred texts, religious leaders and codes guide and influence people's lives, relationships and responsibility.
- interpret layers of meaning/symbolism within religious stories, rituals, art, dance and music.
- use a range of religious language appropriately.

A Self Assessment Report on Collective Worship at Ysgol Caergeiliog Foundation School

a. How good is provision? Grade: Good

- Collective Worship is arranged daily, when possible, and is child-centred. When it is not possible to have Collective Worship, each Year Group arranges a brief Service in Class.
- The School's Collective Worship Scheme plans for 38 weeks, each week having its own Theme. The Religious Education Co-ordinator arranges for Years 3 - 6 to present the Weekly Theme on Monday of each School week. This presentation begins with a Hymn, prayers and readings from the Holy Scriptures in both Welsh and English and related texts from historical or current affairs. All pupils participate in the Worship by singing hymns, prayers both in Welsh and English or by answering questions or expressing their own experiences.
- All themes are linked to the School Curriculum and Objectives.
- The Worship is planned, prepared and evaluated by Senior Staff to ensure that experiences are quality and relevant experiences.
- The Worship is conducted in a manner that separates it from the day's announcements.
- Guests from the local and broader community attend Collective Worship.

b. How good are outcomes? Grade: Good

- Collective Worship begins with music and the Cross being carried into the Hall by Senior Pupils. All pupils participate effectively in this time which is given to peacefully absorb the spirit of worship.
- The pupils enjoy background music at the beginning and end of the session. Pupils focus their attention on an Alter on the School stage. Items symbolic of other faiths are also visible on stage.
- The pupils respond effectively to the calm ethos created and visibly reflect in a quiet and peaceful atmosphere.
- Collective Worship contributes to the School's culture and community spirit. The manner in which the pupils respond clearly demonstrates an understanding of the School's ethos and values.
- The pupils readily participate in readings, prayers, responses and hymn singing.
- The answers given by pupils to questions relating to the Scriptures are at times outstanding.
- Each session ends with a celebration of attainments – curricular and extra curricular. The pupils actively involve themselves in this session and demonstrate positive attitudes.
- Pupil Committees also contribute effectively to Collective Worship sessions. For example members of the ECO Committee, Students Charity Committee, School Council etc. address the pupils with updates of how they care for people and the planet.