

Religious Education

Inspection Area 1: Religious Education Standards

How well do pupils approach the basic questions, explore beliefs, teachings and religious practice(s) and express personal responses to beliefs, teachings, practices and basic questions? What do you see in their work that shows progress over time?

Most pupils make good progress in the field, in accordance with the outcomes. Following book scrutiny, several commendable Religious Education activities were seen across the Foundation Phase and the work presentation was consistently good.

At the start of FP, pupils' ability to discuss their own experiences and to discuss the world around them develops and by the end of FP, the majority can confidently discuss their own experiences. Few can discuss their feelings well and discuss others' views and perspectives. After comprehensive work and after organizing a Christening and Wedding, the children's abilities to use simple religious vocabulary across the FP have developed, and a minority of children will start to acknowledge that there is a deeper meaning to religious symbols.

At the bottom of KS2, most can simply recall, respond and communicate to some of the studied religious beliefs and practices. Around half recognize what is similar and what is different within the religions. Most can describe their feelings and opinions and can propose simple remarks on other viewpoints. The majority recognize symbols and can appropriately use simple religious vocabulary. Nearly all pupils can discuss and ask questions about their experiences, the world around them and attitudes of religion, and with encouragement can state their own opinions.

At the top of KS2, a minority of pupils can describe some religious beliefs and practices and how they affect the lives of believers. A minority of pupils can make links between religious beliefs and practices whilst describing the impact on the lives of believers and noting what's similar and what's different. The majority can explain how their own feelings and opinions can impact others and can describe how people's viewpoints affect their lives. They appropriately use a range of religious vocabulary. Around half of the pupils can sensibly discuss basic religious questions. Very mature examples of work on the ten commandments were seen following the project of designing the Perfect World in KS2.

Our pupils' religious education standards are: Good

Inspection Area 2: Wellbeing and attitudes towards learning about Religious Education?

What do you feel that pupils gain from religious education lessons?

The pupil's voice is a key part of school life and work and nearly all pupils take responsibility for their own learning. There are constant opportunities for pupils to respond and to discuss matters that arise in the news and as a result develops them into knowledgeable, principled citizens. All pupils have been part of coordinating the community project 'Byd Eang', to collect goods for Syrian refugees and for Grenfell Tower inhabitants as well as constantly supporting local activities and charities. This community work has ensured deeper understanding of different religions across the world.

The school's PSHE scheme ensures that pupils receive weekly opportunities to discuss and raise any concerns or big questions when they arise.

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

Inspection Area 3: Teaching and learning experiences in Religious Education?

What is the quality of the planning and teaching in religious education? Give examples of rich religious education experiences

The teaching: planning and range of strategies.

FOUNDATION PHASE

The activities are carefully planned across the Foundation Phase and show sequence from year to year.

A wide range of practical experiences are offered to give pupils every opportunity to make progress.

Narrative resources, information books, visitors and ICT resources enrich provision in the field.

KEY STAGE 2

The activities are interesting to pupils who have enough challenge in them.

Religious Education is introduced across the curriculum and as a foundation to other fields.

Advantage is taken of the opportunity to collaborate with visitors from the village which go on pilgrimages and complete charitable work to support the teaching.

ICT is used as a medium to research and to film work in order to enrich the teaching.

Next steps – Develop opportunities in accordance with the New Curriculum and develop a specific area in the classroom, e.g. 'Discovery Den' to ensure opportunities for the school's Yr2 pupils to independently fetch information and to develop opportunities for KS2 to discuss big questions.

Religious education teaching standards at our school are: Good

Inspection area 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities help pupils contemplate on religious and non-religious responses to basic questions and to contemplate their own beliefs or values? How does religious education help pupils 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?

Religious education lessons/activities help pupils to reflect on religious and non-religious responses to basic questions and to effectively reflect on their own beliefs or values.

The opportunities that arise within religious education help pupils to be good principled citizens and the school provides effective opportunities for pupils to develop certain values and to establish spiritual and moral beliefs.

Collective worship is provided daily at the school. Three sessions in the hall and two sessions in the class.

There are opportunities to develop moral, spiritual and belief attitudes in the session as well as promoting values and ethos.

During the worship, children are given the opportunity to listen to a story and a presentation by a member of staff or a visitor, to pray and to sing.

Collective Worship contributes towards children's spiritual, moral, social and cultural development. Advantage is taken of the opportunity to develop PSHE, Curriculum Cymraeg and Worldwide Citizenship aspects as part of the worship.

A weekly 'Open the Book' service is held at the school in addition to special Thanksgiving and Christmas services at the local Chapel.

A member of the Church visits the school each week to conduct a service.

Does the school satisfy the statutory requirements for collective worship?

Yes

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No

The contribution of religious education towards the pupils' personal development and towards community coherence is: GOOD

Inspection area 5: Leadership and management in Religious Education?

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

A whole school overview ensures that all Religious Education aspects are effectively addressed across the curriculum and across both key stages

Effective use of the timetable ensures that Collective Worship contributes towards the children's spiritual, moral, social and cultural development. Advantage is taken of opportunities to develop PSHE, Curriculum Cymraeg and Worldwide Citizenship as part of the worship, and very effective use is made of events within the community and outside to motivate children to be principled, knowledgeable citizens.

Effective use is made of the community's organizations and establishments to motivate learning, e.g. visiting an old people's home, community services, collaborating with charities such as SHARE and Macmillan.

Leadership and management in religious education is: Good

Areas requiring attention	Action steps	Who?	By?
<p>Continue to develop a wide range of interesting and valuable experiences and incorporate them into the New Curriculum for Wales</p> <p>Ensure more opportunities for pupils to independently fetch information in the FP</p> <p>Ensure opportunities to discuss big religious questions in KS2</p>	<p>Develop Plans</p> <p>Develop Religious Education Tasks in the 'Discovery Den' area in FP and KS2</p>		

Simulate good practices in each service	Invite visitors to support aspects of the services	
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Summative evaluation which will contribute towards the school's evaluation of 'Personal Development (4.2)'

Care at the school is Excellent and all pupils feel happy and safe, know who to turn to and receive equal opportunities. The pupils' spiritual, moral, social and cultural development is very successfully promoted.

Name of Headteacher
Headteacher's signature

Gwennan Roberts

G. Roberts

Date:

7/2/18