

## Self-Evaluation – Religious Education

**Inspection Area 1: Religious Education Standards?****1.1 Pupil standards and progress (in religious education)**

Religious Education standards are **good** at the school and the school data proves that **nearly all** learners achieve Level 4 or above in the subject by the end of their time at the school – end of Key Stage 2. This proves the **good** progress made by learners from year to year at the school, and **nearly all** of them achieve Outcome 5 in Personal and Social Development at the end of Yr2 due to the opportunity they're given to develop skills within the 'People, questions and faiths' area, and then they achieve **good consistent** progress, succeeding to achieve Level 4+ in Religious Education at the end of Yr6. However, the numbers achieving Level 5+ by the end of KS2 must be risen.

**1.2 Standards and progress of specific groups**

Generally, the assessment data shows that there is no significant difference between the performance of Males and Females in Religious Education. ALN learners and those that are eligible for free school meals (FSM) make **good** progress from year to year in the subject and favourably compare to the performance of their peers. However, **very little** MAT learners succeed to perform on the higher levels in the subject by the end of KS2 (see that this is a lack of opportunity to perform on the higher levels, and this has been prioritised within the School Development Plan in 2017/18).

**1.3 Standards and progress in terms of cross-curricular skills in religious education**

The work and Theme Books of learners certify that they can use their reading and writing, numeracy and ICT skills **successfully** and **skilfully** whilst completing religious education related tasks, e.g. Yr2 learners did extensive writing whilst presenting information on the Navratri festival on 'Google Docs' as part of their studies on India; Nursery and Reception learners use and develop their knowledge of sets of 2/pairs by completing number tasks related to the Story of Noah's Ark; learners at the top of KS2 research different places of worship and prodigies related to some World religions by using the internet etc. The learners develop their creativeness through **effectively** using their creative skills by completing Religious Education related tasks such as creating mehndi patterns on their hands, creating a mural of a Biblical story and also by performing expressive arts e.g. performing the Rama and Sita story in KS2. Throughout all, each teacher is of the opinion that **nearly all** learners can **effectively** accommodate their speaking and listening skills in the subject.

**Matters requiring attention**

- Raising the numbers that achieve the higher levels in the subject at the end of KS2, ensuring that each MAT child achieves this – KS2 teachers to remember that the responses and contribution of learners within class discussions are to be considered when assessing Religious Education.*

**Our pupils' religious education standards are:**

Excellent		Good		Adequate		Unsatisfactory	
-----------	--	------	--	----------	--	----------------	--

**Inspection area 2: Wellbeing and attitudes to learning about Religious Education?****Standards in Religious Education – wellbeing and attitudes towards learning****2.1 Wellbeing**

Teachers are of the opinion that **most** learners leave the school as ethical and knowledgeable citizens that succeed to identify extreme and prejudice comments and shouldn't make any comments of their kind, e.g. by studying different world religions and understanding that people of different faiths have lives, celebrations and beliefs which are special and unique, which then stretches to studying more challenging topics in the subject at the top of the school such as studying Judaism and the power and influence of Hitler, the Munich Massacre 1972, and the beliefs of heroes such as Martin Luther King.

**2.2 Attitudes to learning**

**Most** learners apply themselves to new experiences and ideas and to some unfamiliar ones introduced and discussed within Religious Education e.g. by learning about holy books, places of worship, beliefs and traditions of other religions such as Islam, different holidays and cultures from across the world.

**Matters requiring attention**

- Maintain the good number of learners which succeed to identify extreme and prejudice comments in reading materials/videos/audio and which develop to be ethical, knowledgeable and firm citizens.*

**Pupils' attitudes towards learning at our school are:**

Excellent		Good		Adequate		Unsatisfactory	
-----------	--	------	--	----------	--	----------------	--

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

#### Teaching in religious education

##### 3.1 Quality of teaching

Foundation Phase learners' workbooks and evidence from their activities show that they're given **firm** opportunities to develop their knowledge and understanding of religious Christian beliefs, teachings, and practices in addition to other religions. They're given the opportunity to develop this since teachers provide **stimulating** and **commendable** cross-curricular activities and tasks. The work within the 'Big Wide World', 'Light' and 'Happiness' themes are **good** examples. However, examples of similar types of activities are sparse in KS2 during 2016/17, especially tasks that would give some learners the opportunity to perform on the higher levels in the subject, and teachers have started securing beneficial opportunities to ensure this, this year (2017) by adhering to theme work plans and to the school's 'Long Term Religious Education Plan'. This isn't a fair reflection of the provision standard over time and workbooks already show improvement.

The 'Long Term Religious Education Plan' certifies that the teachers within **each** class have now mapped **valuable**, interesting and **comprehensive** opportunities to develop Religious Education skills across all themes across the curriculum, alongside aspects of PSHE and ESDGC such as within 'Oh! What a Wonderful World', 'Champions' and 'Turning and Flowing' in KS2.

It is seen within the theme books that teachers' feedback on the children's work in the subject gives a **beneficial** opportunity for learners to further respond to the task with the use of the Green Question e.g. "How would you enjoy celebrating Diwali?" Through **thorough** planning, **valuable** opportunities are ensured for pupils to develop their skills across the curriculum; including literacy, numeracy, ICT; by teaching Religious Education / aspects of the 'People, questions and faiths' field. KS2 teachers assess within the subject by **appropriately** using the 'Incerts' Progress Tracker tool.

##### 3.2 Breadth, balance and appropriateness of the curriculum

Religious Education is introduced in accordance to the Agreed Syllabi requirements, and our activities are **thoroughly** organized through a **good** range of different experiences. Religious Education is an area of the Curriculum which is taught across the curriculum and specifically deals with personal and moral values and a meaningful and appropriate lifestyle. It is introduced through the medium of stories or a range of cross-curricular activities in the classroom. Our curriculum is based on the Christian tradition, but the children are also **successfully** educated on other religions and beliefs, which **effectively** reflects the cultural, linguistic and ethnic diversity of Wales and the surrounding area. The class' work and activities are reinforced and enriched by educational visits such as visiting local places of worship at least once in each Key Stage.

##### 3.3 Provision for skills

With **thorough** planning, **valuable** opportunities are ensured for learners to develop their skills across the curriculum; including literacy, numeracy, ICT; in teaching Religious Education / aspects of the Foundation Phase's Personal and Social Skills, Well-being and Cultural Diversity learning area e.g. Yr2 learners' extensive writing whilst presenting information on the Navratri festival on 'Google Docs' as part of their studies on India; Nursery and Reception learners using and developing their knowledge of sets of 2/pairs by completing number tasks related to the Story of Noah's Ark; learners at the top of KS2 researching different places of worship and prodigies related to some World religions by using the internet etc.

#### Matters requiring attention

- *KS2 teachers must ensure good consistent opportunities for the pupils to complete tasks and activities that focus on Religious Education whilst adhering to the school plans (not to discard the subject from some themes).*
- *Ensure rich opportunities for learners to reach L5+ by the end of KS2 and to address life's big questions.*

#### Our school's religious education teaching standards are:

Excellent		Good		Adequate		Unsatisfactory	
-----------	--	------	--	----------	--	----------------	--

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

- Primary schools should refer to the 'People, Questions and Faiths' provision for Foundation Phase learners as well as Religious Education in KS2.

#### 4.2 Personal development (including spiritual, moral, social and cultural development)

Through Religious Education lessons within stimulating themes, the school provides **beneficial** opportunities for learners to be active citizens by developing their understanding of their culture, place of worship and ethics in the local community and in the wider world. For example, by learning about the work of different charities; such as Christian Aid; the learners understand the importance of helping others and decide to fund raise for specific charities. They have consistent **valuable** opportunities to conduct services for the public; at the school and in the local chapel and church; and the benefit of such activity is seen on the development of their community involvement. Although thorough work plans are implemented, learners are also given a **valuable** opportunity to discuss what they would like to study within a theme at the start of the work, including aspects of Religious Education e.g. when discussing the theme/topic title at the start of the term. Through the medium of different themes across the school such as 'Happiness', 'Carnival', 'Champions', 'Heroes and Villains' and 'The Blitz' etc., learners are given an **excellent** opportunity to understand matters involving equality and diversity, stereotypes, religious extremism and human rights. For example, by studying the famous speech of Martin Luther King and writing their own contemporary 'I Have a Dream' speech which is relevant to today, learning about the extremism of Hitler and the compassion of Oscar Schindler during the Holocaust, the influence of Rosa Parks and Nelson Mandela's actions, equality within sports and the Olympic Games, and the diversity of cultures and religions etc.

The school **effectively** satisfies the statutory requirements of Collective Worship by worshipping daily – either as a whole school service, as a class service or as a period of prayer. We take pride in that the period of co-worship is a notably inspiring period. The Collective Worship scheme gives learners **exceptionally good** opportunities to reflect on; and to explore; religious, moral and spiritual matters in addition to attitudes of PSHE, Worldwide Citizenship and the Curriculum Cymreig. The document is active, and the presentations and literature are adapted within the services to ensure current and effective stimulation such as video clips, music and new stories, which sparks the interest and contribution of learners **well**.

Through all, the school provides **good** opportunities to help learners to develop certain values, to establish their spiritual and moral beliefs and to reflect on their own beliefs and values.

### 4.3 Safeguarding

**Each** member of staff has received the relevant training to keep pupils safe from radicalisation dangers, ensuring that they're cautious and alert to extreme and inappropriate comments during each lesson, including in Religious Education.

### Matters requiring attention

- *Continue to adapt the contents of the Service / Collective Worship Plan by including contemporary literature, video clips, presentations etc.*

**Does the school satisfy the statutory requirements for collective worship?**

Yes
-----

1

No

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

**Excellent**

**Excellent**

**Good**

1

**Adequate**

**Adequate**

**Unsatisfactory**

**Unsatisfactory**

### Inspection area 5: Leadership and management in Religious Education?

### 5.1 Quality and effectiveness of leaders and managers

The Headteacher/Religious Education Coordinator has the required **good** skills and understanding of the field in order to effectively lead the subject. The designated governors **regularly** visit the school and conduct whole school services. Parents are notified of their right to remove their children from religious education lessons in the school handbook and when their children start school for the first time. There is no recent case of learners being removed from Religious Education lessons nor from Collective Worship periods.

## 5.2 Self-evaluation processes and improvement planning

Curricular provision and the balance of provision is evaluated yearly by scrutiny processes on the work of learners, lesson observations and learning trips with the Governors. Collective Worship provision and standards are **thoroughly** evaluated once every three years with the scrutiny of the Service / Collective Worship Plan, learner questionnaires, in addition to the Headteacher and Designated Governor observing Collective Worship sessions. A lack of provision was seen for Religious Education in KS2 when scrutinizing the work of learners in 2016/2017, and

worthy, balanced attention to the subject has been prioritised in the School Improvement Plan (2017-2018) with **thorough** and **clear** action steps in order to ensure strong improvement in the provision in accordance with the school's trend over time.

### 5.3 Professional learning

One of the school's teachers is a catchment area 'Curriculum for Wales Leader', who leads collaboration between teachers in the catchment area on planning a new Primary-Secondary transfer project based on the principles of 'Curriculum for Wales' which will focus on humanities, including Religious Education. Over the next years, they will collaborate with the Headteacher and the teaching team to address the Curriculum's 'four purposes' by starting to plan rich opportunities to ensure that pupils are principled, knowledgeable citizens which are ready to be citizens for Wales and the world.

### 5.4 Use of resources

The school has **beneficial** resources to help the teaching of Religious Education, and makes **effective** use of digital resources to enrich the teaching and learning.

### Matters requiring attention

- *Invite SACRE to the school to get their opinion on the Religious Education / Collective Worship provision.*
- *Ensure that the priority of ensuring that balanced attention is given to the Non-core Subjects and to Religious Education in KS2 (within the School Improvement Plan) makes strong or improved progress during the 2017/18 academic year.*
- *Start to prepare for the reformed Curriculum by continuing to plan and provide rich opportunities to ensure that pupils are "principled, knowledgeable citizens which are ready to be citizens for Wales and the world", whilst taking advantage of any training that is offered on the field in the meantime.*

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

<b>Excellent</b>		<b>Good</b>	<input type="checkbox"/>	<b>Adequate</b>		<b>Unsatisfactory</b>	
------------------	--	-------------	--------------------------	-----------------	--	-----------------------	--

Signature: *Iwan W Taylor* (Headteacher)

Date: 17.11.17