

Name of School: Y Fali

## 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?*

- Use: pupils' work, teacher assessments, learning trips, lesson observations to construct an opinion.
- To help you: Local Agreed Syllabi (National Exemplar Framework); Guidance from Welsh Government; People, Questions and Faiths (2013), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009), SACRE Guidelines, WJEC examiners' reports.

#### FOUNDATION PHASE

Most children start to become confident in discussing various matters at the start of the Foundation Phase and begin to recall stories and facts. By the end of Foundation Phase, many 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 remarks on other people's viewpoints.

Most of the children begin to use simple religious vocabulary with increasing confidence.

#### KEY STAGE 2

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

By Year 5 / 6, around half of the pupils can describe some religious practices and beliefs. They begin to realize that religion and beliefs affect the lives of believers.

Most Year 3 / 4 pupils can describe and discuss their feelings. They begin to take responsibility for their actions. Most of them respect other people's viewpoints. Most of them begin to acknowledge that there is meaning to religious symbols and appropriately use simple religious vocabulary.

By Year 5 and 6, many pupils can explain how their own feelings, actions and opinions affect their lives. Many of them can discuss how their decisions impact their own lives and others' lives. Many of them use appropriate vocabulary.

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

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

#### Notes:

**FOUNDATION PHASE:** More opportunity for discussions. Further develop questioning.

**KEY STAGE 2:** Extend pupils' knowledge of religious practices and beliefs. Provide more opportunities to discuss similarity and differentiating in religions.

**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?*

- Use: pupils' work, religious education questionnaire analysis, focus group/School Council minutes
- To help you: Supplementary guidance: listening to learners (ESTYN, September 2017),

Most learners in both key stages show good awareness of Christian values and beliefs, such as sharing with others and caring for them. Through our efforts to fund raise for charities such as Children in Need and the local charity Lighthouse, all learners develop good awareness of being part of a worldwide community and that they have a responsibility towards their fellow man. An opportunity is given to develop the 'Pupil Voice' by giving the responsibilities of fund raising and of what charities to support to the School Council.

By visiting places of worship in the area, all learners develop a good understanding of the significance of religious buildings' main characteristics. They show 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 of, and celebrate the events of the Christian calendar, and take part in the Harvest, Christmas and Easter holidays.

Pupils in both key stages can describe features of renowned lives, e.g. Mari Jones, Florence Nightingale and Saint David, which have been important leaders or have caused change in the world.  
 By the end of KS2, pupils have good understanding of reasons for pilgrimages taken by Christians, Jews and Muslims, and of the methods of conducting them.  
 Pupils develop good PSHE skills as a result to the wide range of subjects dealt with in their religious education studies.

**Notes:**

Improving the provision for supporting the pupil's voice by presenting more opportunities to express views and to discuss religious developments, concepts and attitudes

**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***

- Use: learning trips, lesson observations, pupils' work, quizzing pupils
- To help you: Local Agreed Syllabi (National Exemplar Framework); Guidance from Welsh Government; People, Questions and Faiths (2013), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009), SACRE Guidelines, Religious education in secondary schools (ESTYN, Summer 2013), Religious education at KS2 and KS3 (ESTYN, Summer 2018)

**FOUNDATION PHASE**

- Foundation Phase teachers are familiar with the framework for introducing Religious Education.
- Plans in the Foundation Phase ensure that the framework's requirements are satisfied.
- Activities are planned across the Foundation Phase and show sequence from one class to another as a result of co-planning and co-discussion.
- Narrative resources, information books, large books, artefacts, ICT resources, whole school visits/visitors create interest and enrich provision of the field.
- The local vicar comes to work with the children once a month.

**KEY STAGE 2**

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

**Notes:**

**FOUNDATION PHASE** Re-observe plans

**KEY STAGE 2** Re-observe the plans as a result of re-arranging classes and personnel.

**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 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 trips, interviews with pupils, the school's collective worship programme, school circular letter, school's reports of any hatred/bullying offences.
- To help: SACRE Guidelines, Collective Worship Guidelines (Wales Association of SACREs), Supplementary guidance: collective worship in non-denominational schools (ESTYN, Autumn 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

A period of collective worship is held daily, either as a whole school, in Key Stages or in individual classes.

The services are based on Christianity. Parents have the right to seclude their children from the Worship periods, but nobody chooses to do so at this time.

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

These periods are used to discuss big questions and to present the classwork to the rest of the school. They are normally used as a tool to develop moral questions, aspects of worldwide citizenship and personal and social development. We emphasise the need to celebrate similarity and differences.

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

The headteacher carries out 'discussion time' with YR 5&6 children for them to share or discuss any concerns that they have or even to say if something has made them happy. This makes children feel comfortable and safe at school. PSHE matters are introduced across the curriculum. The circle time sessions allow good opportunities for pupils to express their views and to share and discuss feelings and matters that are important to them. There is a process of discussing homework when it hasn't been understood by a pupil and an opportunity during class time to go over it and to give pupils the confidence to share any difficulties.

The school has effective, active contact with expert agencies, including the education welfare service, medical services, education psychologists, the police, the school nurse and social services.

Misbehaviour is a rarity at the school and there are effective arrangements in place to deal with any incidents. The school's principles are very clear and effective to all and they help pupils to differentiate between what's right and what's wrong, as well as helping them to develop self-respect. A reminder of this is given in morning services. The school carries out the 'Stars of the Week' award which encourages and celebrates exceptional behaviour and efforts. Reports of 'true' bullying are very rare. The school adopts very strict views on bullying.

Respecting multi-culturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunity is a natural part of the school's work. There's clear emphasis on promoting agreed school values, and this has a positive effect on pupils' behaviour.

The school provides collective worship and services which play an important part in the spiritual, moral, social and cultural development of pupils. On the first Wednesday of each month, Cannon Philip Barratt conducts a whole-school service. This strengthens the communal link and also gives further opportunities to co-worship. The school's collective worship actions satisfy statutory requirements.

The school nurtures values such as honesty, fairness, justice and sustainability which are shared in the morning service as well as in the classwork. The school's family ethos is a positive feature and the school takes pride in all of its pupils.

**Notes:**

Discuss the collective worship sessions with all staff and arrange periods to create plans for these sessions. Set themes for the periods to ensure that the plans simulate the classes' work / themes.

<b>Does the school satisfy the statutory requirements for collective worship?</b>	<b>Yes</b>		<b>No</b>	
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**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?*

- Use: work plans, monitoring and self-evaluation reports, data evaluation, interviews with the coordinator and the designated governors/SACRE visitor, staff meeting minutes, improvement plan, progress evaluation, case study following school to school collaboration.
- To help: SACRE Guidelines

**Notes:**

**Leadership and management in religious education is: OPINION**

These details don't have to be shared with SACRE but the school's records must ensure that accountability is clear to staff and governors

Areas requiring attention	Action steps	Who?	By?
<b>FOUNDATION PHASE:</b> More opportunity for discussions. Further developing questioning.	School service 3 times a week with religious aspects.	<b>Teachers</b>	Beginning of January 2019

	Appropriate Religious Education lessons which give children the opportunity to discuss a big, open question.		
<b>KEY STAGE 2:</b> Extending pupils' knowledge of religious practices and beliefs. Providing more opportunities to discuss similarities and differences in religions.	School service 3 times a week with religious aspects.  Appropriate Religious Education lessons which give children the opportunity to discuss a big, open question.	Teachers	Beginning of January 2019
Re-observing the plans as a result of re-arranging classes and personnel.	Re-observe plans and ensure that they meet the new Curriculum for Wales requirements.	Coordinator	January 2020
Discussing the collective worship sessions with all staff and arranging periods to create plans for these sessions. Setting themes for the periods to ensure that the plans simulate the classes' work / themes.	Consider the New Curriculum for Wales requirements and plan collective worship sessions to match these requirements.	Headteacher	January 2020
Improving the provision for support of the pupil's voice and introducing more opportunities to express views and to discuss developments, concepts and religious aspects.	Religious Education lessons give opportunities for pupils to discuss and to investigate big questions and give opportunities to express views.	Teachers	September 2018

### Summative evaluation which will contribute towards the school's evaluation of 'Personal Development (4.2)'

The school provides collective worship and services which play an important part in the spiritual, moral, social and cultural development of pupils. On the first Wednesday of each month, Cannon Philip Barratt conducts a whole-school service. This strengthens the communal link and also gives further opportunities to co-worship. The school's co-worship actions satisfy statutory requirements.

Name of Headteacher  
Headteacher's Signature  
Date:

Iolo Evans  
Iolo Evans  
24-01-19