

**Religious Education**

**Improvement area 1: Standards in religious education**

***How well do pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What have you identified in their work that shows their progress over time?***

Almost all children in KS2 are able to investigate different beliefs in a mature and sensitive manner and show tolerance towards others.

As a result of the fact that there are Muslims in the school, almost all children show a natural understanding of aspects of Islam e.g. fasting, diet, religious festivals.

Most FP pupils have a good understanding of Christian stories such as Easter and Christmas, and by the end of the FP almost all children can discuss aspects of Christianity by the end of year 2.

The children are aware of Christian practices and stories, e.g. St David, Mari Jones, Shrove Tuesday.

Notes:

Over the next year, there is a need to take another look at developing contemporary work plans to ensure that they meet the requirements.

**The standard attained by pupils in religious education in our school is: Adequate**

**Inspection Area 2: Wellbeing and attitudes towards learning about religious education**

***What do you think pupils gain from religious education?***

- A Peace project was in the school for a period of 10 weeks working with year 5/6 pupils – positive feedback was received from the volunteers on the pupils' ability to reflect and in the form of a self-assessment in a questionnaire.
- The pupils have a positive relationship with members of the local chapels, and they have a sound understanding of the manner in which they are expected to conduct themselves in a place of worship.
- Our weekly "thank you" services, as well the daily morning services, show that each child can quietly reflect for a whole minute and many raise their hands to share what they have been reflecting on.
- KS2 children show sensitivity and maturity in supporting 4 of their peers in the school during the Ramadan fasting period.
- There is a strong tradition of holding a religious Christmas service, i.e. the Nativity story is interwoven in each Christmas Show, and as a result each child understands the Christian significance of the Nativity Story. The children also are offered the opportunity to participate in the village Carol service and most children attend. Consequently, they know many traditional carols in addition to more contemporary Christian songs.
- Many pupils in KS2 are aware of the rights of the child and specifically Article 14 and every child's right to follow his or her own religion.

Notes:

Over the next academic year, there is a need to take another look at developing contemporary work plans to ensure that they meet the requirements.

**Pupils have a GOOD attitude towards religious education in our school**

**Inspection Area 3: Teaching and learning experience in Religious Education**

***How good is the planning and teaching of religious education? Give examples of rich learning experiences in religious education.***

- Scrutiny reports show that children learn about Christian practices and beliefs – Easter, Christmas, the stories of St David and also other beliefs such as Sikhism.
- As a result of a Sikh day, many pupils in KS2 show an understanding of the differences and similarities between themselves and Sikh children (the children had an opportunity to eat Indian food, they created Indian dances, created a Rangoli pattern and painted examples of henna patterns on their hands).

- The children went on a trip to Moelfre to visit Llanallgo Church to learn about the work of Stephen Roose Hughes and his role in supporting the community and families in their grief following the Royal Charter disaster.
- Many children in KS2 show an understanding of places of worship and compare different teachings.

**Notes:**

Over the next academic year, there is a need to take another look at developing contemporary work plans in order to ensure that they meet the requirements.

**The standard of teaching of religious education in our school is: Adequate**

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

***How effective is the school at developing the pupils' ability to reflect on fundamental questions from a religious or non-religious perspective and on their own beliefs or values? To what extent do religious education lessons and activities help our pupils to become active citizens? To what extent does the school help pupils to develop firm values and establish their spiritual and ethical beliefs?***

- Teachers offer different perspectives in presenting religious education, e.g. different interpretations of the story of creation/Scientists' opinions and encourage and allow mature discussion of these beliefs, protecting each child's right to formulate his or her own opinion.
- A Peace project was in the school for a period of 10 weeks working with year 5/6 pupils – positive feedback was received from the volunteers on the pupils' ability to reflect.
- Collective worship – the school has a strong tradition of daily services in the hall, and each member of staff is responsible for a service in turn. The services include an element of reflection, singing, a religious element and an element of giving thanks for what we have enjoyed each week.
- The concept of a Growth Mindset also gives children an opportunity to reflect on well-known successes and difficulties and mistakes and this influences the way they deal with obstacles.
- Collective worship makes a significant contribution to the children's spiritual, moral, social and cultural development. They benefit from opportunities to develop aspects of PSE, Global Citizenship and the Curriculum for Wales as part of the worship.
- ESTYN notes (October 2018) "Respecting multiculturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunities are prominent elements of the school's culture".
- ESTYN also notes, "Pupils' moral, social and cultural skills are developing very successfully".
- The school's worry box is a very effective way of communicating any child's concerns with staff.
- The school makes annual use of local chapels for services such as Thanksgiving, and the local minister presents a short sermon for the children as part of the service. Volunteers from the Church also visit annually to hold a Christingle service with the children.

The school's naturally supportive climate and the tradition of daily morning services for the whole school are a strong feature.

<b>Does the school meet the statutory requirements for collective worship?</b>	<b>Yes</b>	<b>x</b>	<b>No</b>	
<b>The contribution of religious education towards pupils' personal development and community cohesion is: Good</b>				

**Inspection area 5: Leadership and management in religious education**

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

- Use: work plans, monitoring and self-evaluation reports, data evaluations, interviews with the coordinator and designated governor/SACRE visitor, staff meeting minutes, action plan, progress evaluation, case study following school-to-school collaboration.
- To help you: SACRE guidance.
- The school has a very good relationship with the local chapels and churches, and this delivers experiences and opportunities for the children to worship in religious places.
- The coordinator's subject knowledge is good, and this ensures that she has a good understanding in scrutinising books and providing guidance to other staff.

- Arrangements for collective worship are very good and these arrangements have been in operation for years – this is a strong feature and each teacher makes an effective contribution to this.
- In light of the new curriculum, and changes to plans, there is a need to ensure that worthy attention is given to Religious Education. This needs further thought over the next year and consideration as a sub-priority within the SDP in order to further raise standards.

Notes: Consider ways of raising the profile of the subject and further development of plans.

**Leadership and management of religious education is: Adequate**

Improvement matters	Actions to be taken	Who?	By when?
		These details need not be shared with SACRE, but school records need to ensure that accountability is clear to staff and governors	

**Headteacher:**

**Llinos Edwards Goosey**

**Signature: Ll. E. Goosey**

**Date: 13.6.19**