

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?*

- Use pupils' work, teacher assessment, learning walks, lesson observations to make a judgement.
- For further guidance, refer to the Locally Agreed Syllabus (National Exemplar Framework), Welsh Government Guidance: People, Beliefs and Questions (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, WJEC Examiners' reports.

**Notes:**

In scrutinising books, the work seen is on the appropriate level for the pupils' age and ability in most of the classes. By the time they reach the top of the school, many pupils can deal with fundamental questions and investigate different beliefs and practices. In the Foundation Phase, many pupils are confident in discussing aspects of their work and there is clear development across the Foundation Phase and Key Stage 2. Many pupils across the school can respond to big questions and have succeeded in understanding aspects of other religions and Christianity, e.g. Yr2 in doing work on Diwali and Yr6 in doing work on pilgrimage.

During the next year, consistency will be required across the school and from class to class in ensuring a prominent place for developing cross curricular skills within Religious Education.

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

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

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

- Use pupils' work, an analysis of a RE questionnaire, minutes of meetings held by focus groups/School Council meeting
- For further guidance, refer to the Supplementary Guidance: listening to learners (ESTYN, September 2017)

**Notes:**

Through lesson observation, most pupils show a natural interest in Religious Education. Most of the pupils behave well in the classrooms, corridors and services. They work well together, listening to others and respecting their contributions and ideas, e.g. Yr2 pupils working together in small groups on Christmas related tasks.

**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.*

- Use learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance, refer to the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Beliefs and Questions (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Examiners' reports, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018)

**Notes:**

Religious Education experiences are provided in order to successfully engage pupils' interest and there are weekly timetabled lessons. Many of the teachers skilfully ask questions to ensure pupils' understanding of their tasks and to encourage reflection and independent thought. Religious Education experiences in the Foundation phase are practical, stimulating and enriching. The activities in many KS2 classes are interesting with a suitable level of challenge. The school has recently redesigned the provision for KS2 to ensure opportunities to discuss big questions. The school is using a new feedback method (pink for satisfactory/ green for improvement) in responding to pupils' work and this means that most of the pupils know what they are doing well and what needs improvement. A few of the activities are ones which follow the Curriculum for Wales recommendations – an aspect which is currently under development at the school. Many classes have experiences outside of the

classroom which involve aspects of Religious Education, e.g. Rangoli patterns with chalk. Many classes provide a few opportunities to develop Religious Education on a cross curricular basis – this is to be further developed. In the Foundation Phase, classroom observations show that effective use is made of aspects of Religious Education within the independent learning areas in each class. Over the next year, a wider range of regular cross curricular experiences will need to be ensured across the school. It will have to be ensured that each class adheres to the weekly timetable of Religious Education lessons.

**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?**

- Use learning walks, interviews with pupils, collective worship programme, school newsletter, records of any hate crime/bullying.
- For further guidance refer to SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, September 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

**Notes:**

The School Council, the Eco Committee and the Fair-Trade Committee succeed in operating effectively across the different areas to create active citizens. In many classes, the pupils can make choices within their learning which has an impact on what is learnt. The community element is a strength in the school and the local vicar makes regular visits. Many pupils also benefit from helping outside of the school, e.g. the Church Christmas Service, Remembrance Sunday, various charities. The provision for moral, spiritual, social and cultural development is a strength in the school. Daily services are held, and they have been suitably planned to ensure consistency and a range of opportunities for collective worship. The pupils' moral development is well promoted through the reflection time in services and working with the local church also contributes well to this. The school effectively promotes equality and diversity, particularly in sports activities. The school creates a happy, caring and inclusive atmosphere which places a clear emphasis on developing abilities in terms of emotional and social needs as well as curricular abilities. All members of staff have been trained in identifying signs of radicalisation and are confident in this area.

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

**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 schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the coordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project.
- For further guidance, refer to SACRE guidance

**Notes:**

The subject leader has been recently appointed and is developing her role in leading within this area. The opportunities to benefit from training within Religious Education are few and far between by now. Despite this, the school will ensure representation on any courses and in meetings held. Although parents are informed in the School Handbook that they can remove their child from Religious Education lessons, no parent has done so. Over the next year, the role of the Religious Education Coordinator will need to be developed.

**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	
Developing the role of Coordinator	Headteacher/Gwe to provide guidance to the Coordinator on book scrutiny		
Consistency in terms of experiences across the school	Scrutiny of books/weekly objectives and pupils' books to ensure an appropriate range of experiences and challenge		
Ensuring weekly lessons	Monitor weekly objectives and pupils' books.		

**A concise evaluation that will contribute towards the school's evaluation of 'Personal Development (4.2)'**

The school is a close, organised and caring community. All members of staff provide strong guidance which promotes pupils' wellbeing. The firm guidance provided in the Behaviour Policy and the Bullying Policy means that there is consistency across the school. Equal opportunities and a healthy way of life is a core part of the ethos of the school – this is reflected in the wellbeing questionnaires in February 2018. The children have regular opportunities to discuss their concerns and PSE sessions and circle time are regularly provided which focus on honesty, making choices, empathy towards others. The 5G's ('Gwrandd' – Listening, 'Gorau' – Best, 'Gonestrywydd' – Honesty, 'Gofalu' – Caring, and 'Gwenu' – Smiling) are a core part of the ethos of the school. The daily services and close collaboration with the local Church means that spiritual and moral development is a strength in the school.

Headteacher MRS BETHAN WYN JONES

Signature *Bethan Wyn Jones*

Date: 05/06/19