

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:

FP

Most of the pupils show a good understanding of Christian religious festivals in the FP, i.e. Thanksgiving, Christmas and Easter. They are able to discuss the Bible, The Holy Book, and can tell stories from the Bible. Most of the pupils are able to discuss these festivals in some detail. Most can make a good contribution to discussions on moral questions and fundamental and religious questions, e.g. What makes a good friend? Why is it important to tell the truth? etc. Most of the children respond well with a small number responding very well. They have a good understanding of places of worship such as The Chapel and Church as well as Christian and Hindu religious artefacts.

KS2

Most pupils show a good understanding of places of worship, Christian, Jewish and Hindu places of worship, artefacts and religious symbols. They contribute well to big questions such as: Whose world is this?/What makes us human?/Is there Peace?/Do we have to Die?/What is Real? Most are confident in discussing religious, moral and cultural issues and a small number are very confident and respond very well. Around a half of them can discuss religious impacts on believers' way of life and a few can explain the link between a belief and its teachings.

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:

In conversing with children during learning walks and in looking at children's' work in the big books it is obvious that most year 4, 5 and 6 pupils are developing the ability to ask big questions, e.g. 'Who made God?', 'Why is water blue?', 'How did God create the World in seven days?', 'Is God a woman or a man?', 'Why does night and day exist?'. Most of them show this ability in the FP.

The majority of KS2 pupils show tolerance towards less fortunate individuals or groups of people with different opinions and from different backgrounds and religions.

They understand that they have responsibilities towards themselves, other people and the world we live in. A good example of this is that they raise funds towards one charity of their choice on an annual basis, and as a result of RE lessons on what makes us human and 'Harry's Special Planet', which is part of the school plan, they reflect on how behaviour and actions affect individuals, groups and society in general.

The pupils are able to discuss characteristics of the 'Fruits of the Spirit' such as 'love', 'faithfulness', 'peace', 'gentleness', 'joy', 'goodness', 'patience', 'self-control' and 'kindness'.

They have an opportunity to see what is similar and different and around a half of the pupils can effectively compare similar/different characteristics of various religions, e.g. Christian and Hindu attitudes towards creation and what makes us human.

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:

The new coordinator has a good understanding of the area and the planning conforms in terms of People, Beliefs and questions for Foundation Phase learners and the agreed syllabus. The school uses books from the 'I Wonder Why?' series, i.e. 'Reuben's Story', 'Holi Hai', 'Doing the Little Things', 'Harry's Special Planet', 'It's me, your brother!' and 'The Naming Ceremony'. Circle time sessions are held on a daily basis in the nursery and reception classes and weekly in years 1 and 2.

In the FP, the pupils develop their basic knowledge of what Religion and Christianity are. They develop their knowledge of the main Christian and Jewish festivals. Use is made of the 'I Wonder Why?' series.

In KS2 the pupils continue to develop their knowledge of Christianity, Judaism and Hinduism in comparing some of their practices and beliefs. In redesigning themes, the school now chooses some themes which are led by one of the big questions, e.g. Is there Peace? Good use is made of big questions in order to successfully teach the subject.

The extent to which PSE, Religious Education and Global Citizenship are closely interwoven **is good** throughout the school (the school has succeeded in gaining Stage 2 International School accreditation). Worthy attention is given to pupils' personal and social development as well as spiritual and moral development through teaching the three areas.

Good use is made of circle time and Friends First in developing pupils, with the school now hoping to gain Phase 6 of the healthy schools scheme.

Respect for racial diversity and equality is well promoted through the above areas.

There are close links between the local Church and the school and Reverend Gruff Jones visits the school and holds collective worship sessions.

The standard of teaching of religious education in our school is: GOOD

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:

Good collective worship sessions are held 5 times a week. Twice as a whole school, twice as departments and once as individual classes (see the timetable). Extensive use is made of the internet in preparing spiritual services. Collective worship sessions are purely Christian and are inclusive for pupils who hold other beliefs. A variety of ways of providing an initial stimulus for discussion are used for these sessions. Almost all pupils understand the importance of collective worship and treat the hall as the house of God during services. A candle is lit to mark the beginning and end of services and Christian symbols are prominently displayed during services. They reflect the school's Christian ethos.

The school promotes spiritual, moral and cultural development very well, we promote values such as patience, honesty and fairness very well and the pupils have opportunities to reflect on their own lives and other people's lives on a regular basis. Through the School Council and through focusing on the voice of the child, pupils know that rights and responsibilities go hand in hand.

In conversing with pupils during learning walks, it is clear that pupils have opportunities to ask open-ended questions and to investigate things, a good example of this was year 5 and 6 pupils' responses and questions in discussing who

would like to meet God. What does God look like? Is God a woman or a Man?			
Does the school meet the statutory requirements for collective worship?	Yes	√	No
The contribution of religious education towards pupils' personal development and community cohesion is: GOOD			

<p>Inspection area 5: Leadership and management in religious education <i>Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively? How do you know?</i></p> <ul style="list-style-type: none"> 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. <p>Notes: The coordinator takes a thorough approach to her work. A revised work plan is in place, a collective worship plan (using the Beibl.net) is regularly followed. Collective worship sessions are purely Christian. Bible verses are used as an initial stimulus for discussion in the sessions. The coordinator and the headteacher have started monitoring the collective worship sessions on a termly basis, this has led to greater consistency across the school. The current work plan is based on the 'I Wonder Why?' series by Peniarth as noted in MA1. Religious Education is monitored annually, and a record is kept of pupils' work in order to monitor it in the big books in the FP and CS2. This ensures an improvement in standards and provision as a result of strong accountability.</p> <p>An investment has been made in books and resources.</p> <p>The designated governor visits the school once a year for monitoring purposes (Mrs A.W.). This leads to improving accountability which in turn ensures that standards improve in this area.</p> <p>Staff meeting minutes show that worthy attention is given to Religious Education (once a term) and that definite steps have been taken during the past two years to improve the quality of the teaching (see the book scrutiny and learning walks report).</p> <p>An improvement evaluation is completed annually in order to identify areas for improvement and the school acts upon them. This leads to an obvious improvement in the provision from year to year.</p> <p>The school is not collaborating with any other school in this area of learning at present, but the coordinator has recognised that this needs further attention.</p> <p>No training has been offered during the past two years, but the coordinator has created links with another coordinator in another school.</p> <p>No visit was received from SACRE although the school had put its name forward to the County last year.</p> <p>Leadership and management of religious education is: GOOD</p>

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	
Leadership and management in Religious Education – Further development of the coordinator and designated governor's skills.	<p>Arrange further training for the coordinator.</p> <p>Arrange for the designated governor to come in to observe morning services.</p> <p>Brief training for the designated governor on the new SA arrangements.</p> <p>School-to-school working with a Church School (Ysgol Llandygai).</p>	ME LJ	November 2019

Develop a RE cross curricular aspect in KS2.	Map pieces of extended writing relevant to aspects of RE.	LJ	
Relate RE work to one of the six areas which are part of the Curriculum for Wales. RE is named with the Humanities – see the first draft of the ‘what matters’ statements.	Relate the work to the area of ‘Health and Wellbeing – healthy, confident individuals who: › have secure values and are establishing their spiritual and ethical beliefs’.	LJ ME	

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

The school is succeeding in fully responding to the agreed syllabus and worthy attention is being given to the 5 areas of inspection which ensures that pupils’ spiritual and ethical needs are met in order to create pupils who respect different individuals, groups and approaches.

Headteacher: Lynne Jones

Signature:

Date: 24/5/19