

How can SACRE monitor standards?

Standing Advisory Council for Religious Education (SACRE)

SACRE's main function is to monitor religious education and collective worship and to advise the local authority on matters relating to religious education and collective worship. The Wales Association of SACREs believes that this advice should be based on current information. Many SACREs monitor standards by inviting schools to share their self-evaluation of Religious Education and collective worship with SACRE members.

Further Information:

- Wales Association of SACREs: www.wasacre.org.uk
- Religious Education and Collective Worship: Circular 10/94 (Welsh Office)
- So You're Joining Your Local SACRE: a handbook for SACRE members in Wales (WASACRE)
- Guidance on Collective Worship (WASACRE, 2012);
- Review of SACRE reports (Welsh Government, 2011 and 2013)

Department for Education and Skills Wales (DfES)

Most SACREs in Wales have adopted or adapted the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales' as their locally agreed syllabus. The Welsh Government has supported the teaching of religious education in schools by providing guidance documents to support teachers, head teachers and SACRE members. These provide useful information about teaching methods, resources and assessment. The 2010-12 national external verification process gave RE departments in secondary schools the opportunity to show their understanding of RE attainment levels.

Further information

- <http://wales.gov.uk> > search for Religious Education
- Locally Agreed Syllabus (or National Exemplar Framework for Religious education in Wales)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplifying Learner Profiles at KS2 and KS3 in Religious Education: Additional Guidance (2011)
- Religious Education: Guidance 14-19 year olds (2009)
- People, Questions and Beliefs in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://wjec.co.uk>)

ESTYN

The new ESTYN inspection framework identifies five inspection areas or reporting requirements:

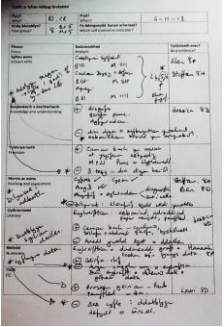
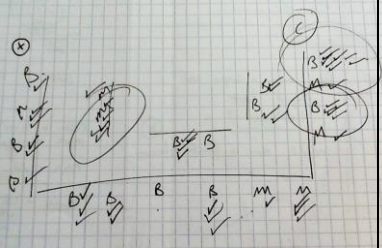
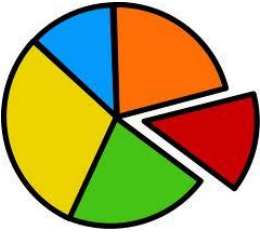
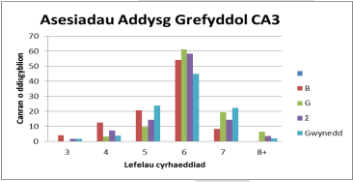

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|--|-------------------------------------|
| 1. Standards | 3. Teaching and learning experience |
| 2. Wellbeing and attitudes to learning | 4. Care, support and guidance |
| | 5. Leadership and management |

Few school inspection reports include references to the standard and quality of Religious Education and collective worship.

Further information:

- www.estyn.org.uk
- Religious Education in Secondary Schools (ESTYN, June 2013)
- Religious and moral education in key stage 2 and key stage 3 (ESTYN, Summer 2018)
- Supplementary guidance : collective worship in non-denominational schools (ESTYN, Autumn 2017)

What evidence do schools use in order to make judgements?

<p>Book Review</p> 	<p>Teachers will collect a sample of pupils' work (<i>e.g. range of abilities, ages, boys and girls</i>) and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> • What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving? • To what extent does pupils' work reflect the requirements of the Locally Agreed Syllabus? • To what extent does pupils' work develop the skills identified by the National Literacy, Numeracy and Digital Competence frameworks? • What improvements do we need to make to our planning, provision and assessment of religious education?
<p>Lesson Observation</p> 	<p>Teachers and school leaders will observe lessons and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> • What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving? • Are the pupils well motivated? Are they contributing to their own learning? • Does the work reflect the requirements of the Locally Agreed Syllabus? • Does the work develop the skills identified by National Literacy, Numeracy Digital Competence framework? • What improvements do we need to make to our planning, provision and assessment?
<p>Questionnaires and interviews</p> 	<p>Schools can analyse the results of questionnaires used with pupils, teachers and parents to answer questions such as:</p> <ul style="list-style-type: none"> • What do they think about the content of the RE lessons? Are there significant groups who are offering different opinions? • What progress are they making in their RE skills? • What are their perceptions/attitudes/opinions? • What improvements do we need to make to our planning, provision and assessment of religious education?
<p>Data</p> 	<p>Schools can use teacher assessment data or external examination results (secondary schools only) in order to identify trends or patterns.</p> <ul style="list-style-type: none"> • How well are boys/girls/groups performing over time? (all schools) • How well are our pupils performing in comparison with other departments/other schools? (secondary schools only) • Are there any groups of pupils who are underachieving? (all schools) • What improvements do we need to make to our planning, provision and assessment of religious education?
<p>Other</p> 	<p>Schools can also base their judgements on other evidence such as,</p> <ul style="list-style-type: none"> • Success in local or national RE competitions; • Participation in local or national RE events/conferences/projects/publications; • Monitoring reports by other members of staff, <i>e.g. school literacy, numeracy or ICT co-ordinators</i>; • Minutes of meetings held with teachers, school governors or SACRE visitors. • Action research undertaken by a member of a Professional Learning Community; • External accreditation, <i>e.g. RE Quality Mark</i>

SACRE Guidance

To what extent does the school's provision promote pupils' personal development? (Inspection area 4.2)

Evaluating the standards and provision of religious education will help schools evaluate inspection area 4.2, 'Personal development (including spiritual, moral, social and cultural development).

ESTYN's inspection guidance (September 2017) for social and moral development notes:

"Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school develops pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world."

Within the school's self-evaluation cycle or calendar, school leaders will need to consider what evidence is available to them in order to make an evaluative judgment on Inspection Areas 4.2. Religious Education and collective worship can make important contributions to pupils' personal development.

The following exemplar questions are based on ESTYN's Common Inspection Framework (September 2017) and the questions used by ESTYN during the thematic review of religious education during the autumn term of 2017. Using these prompt questions with staff, governors, pupils and their Supporting Improvement Adviser, will enable schools to identify strengths and weaknesses to help them to plan improvements. There is no need to answer every question.

Inspection Area 1: Standards

Remember to use qualitative and evaluative language and include 'real' examples of pupils' work!

- What is our view on standards of religious education in our school? (FP, KS2, KS3, KS4, KS5 pupils)
- How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions?
- How well do groups of pupils make progress in religious education? What have we identified in their work that shows their progress?
- How well do our pupils use their speaking and listening, reading and writing skills, their numeracy and ICT skills appropriately in religious education?
- Give examples of how our pupils have developed their thinking skills, their creativity and physical skill in religious education activities in the classroom and outside the classroom.
- **What do we need to do differently in order to improve?**

Inspection Area 2: Wellbeing and attitudes to learning

Remember to use qualitative and evaluative language and include 'real' examples of pupils' work!

- Do our pupils show an interest in religious education?
- What do you think our pupils gain from religious education?
- **What do we need to do differently in order to improve?**

Inspection Area 3: Teaching and learning experience

Remember to use qualitative and evaluative language and include 'real' examples of the provision. Time allocated to religious education? % of pupils that choose Religious Studies as an option? % of pupils who attain an accreditation for their statutory religious education.

- How do we know that our school meets the statutory requirements for religious education?
- How does our school teach religious education?
- Does religious education succeed to engage our pupils' interest? Are they stimulated and challenged in their religious education lessons?
- How well do the lessons/activities develop pupils' knowledge and understanding of religious beliefs, teachings and practices as well as their subject skills and cross-curricular skills?

- How good is our planning for religious education? (building on previous knowledge, understanding and skills? clear objectives? teaching methods? resources?)
- To what extent does the feedback in religious education help our pupils to know what they have achieved and what they need to do to improve?
- How do we assess and track the progress of pupils in religious education?
- How does our planning for religious education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? How are we responding to the recommendations of 'Successful Futures'?
- To what extent does our school provide a range of appropriate learning experiences, within the classroom and outside, in order to develop pupils' interest and skills in religious education?
- Have we organised any trips or visits linked to religious education? Which year groups, how often, and how do these trips enhance the curriculum?
- Does the religious education reflect the nature of our school's context? Does it reflect the cultural, linguistic and ethnic diversity of Wales and the local area?
- To what extent do the religious education activities provide purposeful opportunities for pupils to practise and develop their RE skills and their literacy, numeracy and ICT skills?
- **What do we need to do differently in order to improve?**

Inspection Area 4: Care, support and guidance

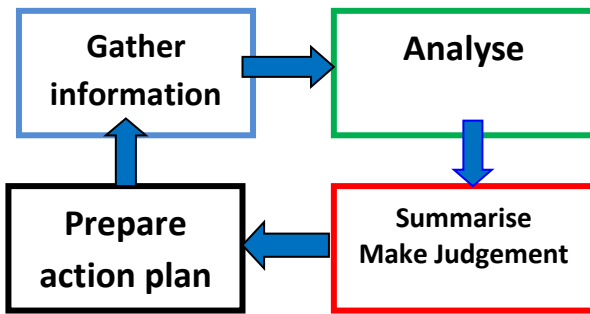
Remember to use qualitative and evaluative language and include 'real' examples of the provision.

- To what extent do our religious education lessons/activities help our pupils to be active citizens?
- How do our pupils influence what and how they learn in religious education?
- Do we participate in any community activities or have links with any faith leaders or organisations?
- How does religious education contribute to our pupils' understanding of the culture of Wales, the local community and the wider world?
- How has religious education helped our pupils to understand equality and diversity? Stereotypes, religious extremism, human rights?
- Which effective opportunities do the school offer pupils to develop certain values and establish their spiritual and ethical beliefs?
- How effective is our school at developing the pupils' ability to reflect on (extensive) fundamental questions from a religious or non-religious perspective? Their own beliefs or values?
- Does our school meet the statutory requirements regarding collective worship?
- How good is the collective worship? How well do we plan the collective worship over time?
- How do we keep our pupils safe from the dangers of radicalisation, *e.g. extremist material, either through visiting speakers or through speakers on site visits?*
- How do we respond to any concerns that arise about comments made by pupils during religious education lessons?
- **What do we need to do differently in order to improve?**

Inspection Area 5: Leadership and management

- Has the RE subject leader the necessary skills and understanding to lead the religious education effectively?
- Are teachers able to access professional development in religious education?
- How do we allocate resources to support the teaching of religious education?
- How are parents informed of their right to withdraw pupils from RE? How many pupils are withdrawn from RE by their parents and does the school have good arrangements for their provision during RE lessons? Has this number increased/decreased/remained the same over the last 5 years? From what groups do these pupils come? Do you have a conversation with parents around their decision is taken?
- In what ways does our school's provision for RE help promote better community cohesion?
- How often do we monitor religious education? How do we share this information with staff?
- Do we consider the views of pupils in the self-evaluation report and improvement plans?
- Do we work with RE teachers from other schools? What has been the impact of this?
- What is the 'best example of religious education' that we can share with our local SACRE or with other teachers?
- **What do we need to do differently in order to improve?**

How can SACREs monitor standards?



How can SACRE gather information?

- By asking schools to submit information and self evaluation.
- By commissioning an 'expert' to visit a sample of schools and provide a termly report;
- By visiting schools themselves;
- By asking pupils, staff, governors in a sample of schools to complete an online questionnaire;
- By studying external examination results and KS3 teacher assessments, (secondary schools only)

What sources are available in your area?

- An evaluation of schools' self evaluation reports;
- An evaluation of schools' policies, schemes of work, development or improvement plans;
- Performance data: KS3 teacher assessments, GCSE, AS and A level results;
- Reports submitted by SACRE members following school visits;
- An evaluation of questionnaires submitted by learners, staff, governors, SACRE/WASACRE members or governors;
- Presentations by learners, teachers, co-ordinators, headteachers;
- Success in competitions or external accreditation schemes.

Numbers - quantities and proportions

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= below 20%
very few	= less than 10%

Who contributes to the monitoring?

- Teachers and members of schools' SM Teams
- SACRE members
- Local Authority / Consortia officers
- Teachers identified as lead practitioners
- Pupils
- Governors
- Parents

Excellent

Very strong, sustained performance and practice

outstanding, very good, very strong, exceptional, superior, exemplary, superb, very high standard, very high quality, extensive, highly effective, highly creative, well above expectations, expertly done,

Adequate and needs improvement

Strengths outweigh weaknesses, but important aspects require improvement

satisfactory, appropriate, suitable, efficient, competent, relevant, sufficient, enough, valid, solid, sound, average mediocre, limited, inconsistent

Good

Strong features, although minor aspects may require improvement

successful, strong, skilful, worthwhile, beneficial, valuable, positive, thorough, useful, powerful, comprehensive, purposeful, used well, consistently good, effective

Unsatisfactory and needs urgent improvement

Important weaknesses outweigh strengths

insufficient, inefficient, none, no, inappropriate, ineffective, unsuitable, unable, weak, poor, not fit for purpose, restricted

Useful words and phrases

Xxx has led to...
 As a result of xxx standards of xxx have increased xx% since xxx
 Following the introduction of xxx, xxx has improved, as shown by...
 xxx shows that standards of xxx have ...
 The effect of xxx can be seen in xxx which shows that...
 An improvement in xxxx can be seen in...
 The influence of XXX can be seen in the improvement/progress....
 XXXXX shows that x% of the pupils can/have...
 XXX shows that x% of the parents/staff/governors are/have... .

What should be included?

- **The effect of an intervention** on (standards, welfare, attitudes, provision).
- **Trends** over time
- **Comparison** with other schools (?)
- **Judgement** - using evaluative terms.
- **Quantify** whenever possible

Name of the school: GYMRAEG MORSWYN

Religious Education

Improvement area 1: Standards in religious education

How well do our 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 we 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, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Examiners' reports.

Notes:

FOUNDATION PHASE

The ability of pupils to discuss and recall develops at the start of the Foundation Phase and by the end of the Foundation Phase, nearly all of them can discuss and ask questions.

Nearly all pupils can talk about their feelings, their actions and their opinions by the end of Foundation Phase and some describe and propose simple remarks on other people's perspectives.

The children's ability to use simple religious vocabulary is developed across the Foundation Phase and a few pupils will begin to acknowledge that there is a deeper meaning to religious symbols.

KEY STAGE 2

At the bottom of Key Stage 2, most can simply recall, respond and communicate some of the basic researched religious beliefs, teachings and practices. They suggest in simple terms why these aspects of religion are important to some people. Some start to make links between beliefs.

At the top of Key Stage 2, some of the pupils can describe particular religious beliefs, teachings and practices and how some of these aspects of religion impact the lives of believers. Some of the pupils can make links between religious beliefs, teachings and practices whilst describing the impact on the lives of believers and noting what is similar and different within and across the religions.

At the bottom of Key Stage 2, most pupils can describe their own feelings, actions and opinions and propose simple remarks on other people's perspectives. Most start to acknowledge that there is meaning to religious symbols and use simple religious vocabulary appropriately.

At the top of Key Stage 2, some of the pupils can explain how their own feelings, actions and opinions impact their lives, and describe how other pupils' perspectives by the same means impact their lives. They appropriately use a range of religious vocabulary and show basic understanding of symbolic language. There is very good progress...

At the bottom of Key Stage 2, the pupils can talk and ask questions about their own experiences, the world around them and aspects of religion. They can discuss the questions that arise from their own experiences by offering their own opinion.

At the top of Key Stage 2, many pupils can discuss their own and others' responses to life's questions, the world around them and religion. Improvement can be seen in the understanding and work of Year 6 in Summer 2019, especially in discussing perspectives and understanding various religions. A minority of pupils can express and justify their ideas and opinions on basic questions in line with their own investigations and experiences.

The creativity of nearly all pupils at the top of the school was developed by producing a special service for Thanksgiving at the local chapel. The speaking and listening skills of many KS2 pupils were developed with performances at the Thanksgiving and Christmas services at the local chapel and church for various audiences. The reports and attendance of G.B members confirm this and confirm that it is a strength within the school.

Matters for attention**FOUNDATION PHASE**

- Continue to develop religious vocabulary.
- Develop the understanding of the impact of religion on the lives of believers.

KEY STAGE 2

- Plan suitable learning experiences that stretch and challenge the skills of pupils.

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

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

- **What do you think our 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:

Most pupils across the school show a good interest in religious education. Nearly all pupils on the top of FP have enjoyed and gained a lot from the experience of performing a baptism ceremony in the local church. Most pupils at the top of the school can ask interesting and appropriate questions whilst asking the local minister about their role and work.

Most pupils in KS2 develop listening skills, respect towards others and interest in other religions from being in religious education lessons.

In KS2, pupils are encouraged to come face to face with the world's big questions. Who am I? What is right? to develop their inquiry skills. A spiritual and moral side is developed by: nurturing a community spirit, promoting good values and caring for others. During the year, there will be many opportunities to support different charities.

The work of the school council interweaves with religious education with numerous opportunities for all school pupils to be part of fundraising activities towards a number of local, national and international good causes.

Matters for attention**FOUNDATION PHASE**

- Continue to develop religious vocabulary.

KEY STAGE 2

- Plan appropriate learning opportunities that stretch worldwide religious aspects and experiences

Our pupils have a **good attitude towards religious education at our school.**

Inspection Area 3: Teaching and learning experience in Religious Education

How good is the planning and teaching of religious education in our school? 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, Questions and Beliefs (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:**FOUNDATION PHASE**

- A session is assigned for Religious Education in the Foundation Phase. The field is taught by the class teachers.
- The teachers of Foundation Phase are familiar with the national exemplar framework for introducing Religious Education whilst identifying the specific skills pertaining people, beliefs and questions through the areas of Knowledge

and Understanding of the World and Personal and Social Development, Well-being and Cultural Diversity

- The children have a variety of experiences that give them an opportunity to make progress in knowledge and understanding, and skills in discussion and reasoning.
- Narrative resources, information booklets, large books, artefacts, ICT resources, visitor(s) to the school all create interest and enrich provision in the field.
- The children are encouraged to learn to respect holy books and objects and to become familiar with some of the stories attached to learning about the significance of special religious events.

The religious aspects within the areas are provided well in the Foundation Phase.

KEY STAGE 2

- At least an hour of a session is assigned for Religious Education across Key Stage 2. The subject is taught by the class teachers.
- The provision is good across the period and plans ensure progression and development.
- Pupils are encouraged to come face to face with life's big questions. Who am I? What is right? in order to develop their enquiry skills. A spiritual and moral side is developed by: *nurturing a community spirit, promoting good values and caring for others. During the year there are many opportunities to support different charities.*
- Religious education engages KS2 pupils – in a learning trip in January 2019 with G.B members, great enthusiasm was seen in researching religions and creating digital presentations of them. Their cross-curricular skills are developing well. In observing the lessons of March 2019, great progress was seen in pupils' knowledge and understanding of different beliefs and their understanding of religious artefacts.
- Advantage is taken of opportunities to take children out on visits to places of worship. Annually, children prepare a Thanksgiving service for one of the local chapels. Christmas services are also prepared within the school and numerous Christmas performances in many remembrance services and in local old people's homes. A special welcome was given to work and performances in the Penucheldre Home at Christmas 2018 with remarks that the afternoon raised spirits and created a happy feeling for a number of people who find the time of year difficult.

Matters for attention

FOUNDATION PHASE

- Ensure more educational trips to places of worship
- Continue to develop extensive tasks for more able pupils

KEY STAGE 2

- Develop current collaboration with Gaelscoil Thaobh na Coille School in Laoghaire to include cross-curricular religious education work, comparing differences in the cultural diversity to match the work that is currently done.
- Ensure visits to places of worship in Ireland compared to enriching what is done to develop their understanding of religion in an adjacent country.
- Continue to develop extensive tasks for more able pupils.

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

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

To what extent do religious education lessons and activities help our pupils to reflect on religious and unreligious responses to basic questions and to reflect on their own beliefs or values? How does religious education help pupils to become 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 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:

Daily collective worship will be provided on a class and school level. The worship is of complete Christian nature. Parents have the right to exempt their children if they wish to do so.

The collective worship is an opportunity to nurture the pupils' moral, social and cultural development. It promotes ethos and values.

The children are encouraged to listen, watch and reflect on the worship.

As part of the worship, the children will be given the opportunity to sing, pray and read. Advantage is also taken of the opportunity here to develop aspects of PSHE and Worldwide Citizenship.

Occasionally, guest speakers will come to present a message or discussion to the children. They are given an opportunity to take a forefront part in the activities and to act out parts of the Bible.

Numerous community activities occur including, including Thanksgiving and Christmas services in the Chapel, Church and in local old people's homes. There is contact with a local minister and a minister from the Caernarfon area who visits each term.

A service was also performed for elderly people from Caernarfon who visited the school and expressed great praise for the attitudes, effort and standards of the singing and readings. Food is collected for the local food bank, and an exceptionally great amount was collected during Christmas 2018.

Matters for attention**FOUNDATION PHASE**

- Ensure more educational trips to places of worship
- Continue to develop extensive tasks for more able pupils

KEY STAGE 2

- Develop more work on keeping pupils safe from radicalisation
- Develop pupils' understanding of religious extremism in a suitable yet effective way
- Emulate the excellent practices in each service

Does the school meet the statutory requirements for collective worship?	Yes	/	No
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The contribution of religious education towards our 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?

- Use schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/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 religious education subject leader has the necessary abilities and understanding to lead the subject effectively. This is seen in the ability and confidence of teachers as they complete the work and in their role of leading effective sharing of expertise and resources.
- The staff co-plan, share ideas and allocate a suitable proportion of the time to religious education in their school to school collaboration which gives them professional development in religious education.
- Nearly all lessons use exceptionally good resources when teaching religious education. Use of resources is made at local chapels and churches and also use of the local minister who appropriately shares the time of their visits between the FP and KS2.
- Only one pupil has been removed from religious education lessons at the request of the family. Effective use is made of this time for her with provision of other work which gives her the opportunity to continue to improve her literacy and numeracy skills. This number has remained constant, the child is now in Yr 5 and the arrangement has been in place since Nursery

class.

- The school plays an important part in our local community with a great number of invitations to perform and prepare local services / concerts. Many of the pupils are part of this, in addition to the school choir who has reached a national level and reached the stage of the National Urdd Eisteddfod for the past five years.
- RE is annually monitored with learning trips and lesson observations. Findings are discussed with staff by professional means that lead to improvement in provision and progress within the field.
- Do you consider the perspectives of pupils in the self-evaluation report and the action plans?
- Pupils' singing / verbal performances, their attitudes towards others and the standard of Thanksgiving and Christmas services are a great strength within the school.

Matters for attention

- Ensure more opportunity for all teaching staff to monitor and observe each other's religious education lessons.
- Make more use of the perspectives of pupils within religious education in the SER.

Leadership and management of religious education in our school is good

Improvement matters	Actions to be taken	Who is responsible?	By when?
		These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.	
Develop an understanding of the impact of religion on the lives of believers.	Teachers to implement this in the tasks set.	FP	Christmas 2019
Plan suitable learning opportunities that expand and challenge pupils' skills.	Teachers to implement this in the tasks set.	KS2	Christmas 2019
Develop current collaboration with Gaelscoil Thaobh na Coille School in Dun Laoghaire to include cross-curricular religious education work, comparing the differences in the cultural diversity to match the work currently done.	Yr 5 and 6 pupils to compare tasks with Ireland and collaborate and liaise through 'Facetime'.	KS2	June 2020
Ensure visits to places of worship in Ireland to compare and enrich what is done to develop the pupils' understanding of religion in an adjacent country.	Yr 5 and 6 teachers YGM and YGTC Ireland to arrange	KS2	June 2020
Continue to develop extensive tasks for more able pupils	Teachers to implement this in the tasks set.	KS2	Christmas 2019
Ensure more educational visits to places of worship	Teachers to arrange to match themes	FP Staff	June 2020
Continue to develop extensive tasks for more able pupils	Teachers to implement this in the tasks set.	FP Staff	Christmas 2019
Develop more work on keeping pupils safe	Teachers to implement this in the tasks set	KS2 Staff	Christmas

from radicalisation			2019
Develop pupils' understanding of religious extremism in a suitable yet effective way	Teachers to implement this in the tasks set	KS2 Staff	Easter 2020
Emulate the excellent practice in each service	Staff to observe and collaborate when planning services	KS2 Staff	Christmas 2019
Ensure more opportunity for all teaching staff to monitor and observe each other's religious education lessons	Arrange a timetable to match the SER observation timetable	MR	June 2020
Make more use of the perspectives of pupils within religious education in the SER.	Teachers to implement this in the tasks set.	FP and KS2 Staff	Christmas 2019

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

The Excellent provision and standards within Religious Education and collective worship is all important within the ethos and aims of the school. Identifying strengths and areas for improvement to enable us to plan improvements is all important within RE and collective worship.

Head teacher: Medwyn Roberts

Signature: *M Roberts*

Date: 27/9/19