

<b>Religious Education</b>
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<b>Key question 1: How good are outcomes in Religious Education?</b>
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| <ul style="list-style-type: none"> <li>The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.</li> </ul> |
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<b>References:</b> ESTYN Inspection Framework and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Model Guidelines and Profiles (2011), 14-19 (2009).
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<b>Standards in Religious Education – progress in learning</b>
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<b>FOUNDATION PHASE</b>
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<p>The use of skills and assessment for learning motivates various tasks and promotes independent work. The pupils books contains various presentations that reflect the skills. Almost all can talk about their feelings and express an opinion by the end of the Foundation Phase. Various texts are set to challenge the senior pupils to develop reading and recording skills and this shows a good understanding of National Framework requirements. The pupils are starting to develop the ability to use simple religious vocabulary.</p>
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<p>The classes contribute to developing positive attitudes towards problem sharing through holding Circle Time sessions. This promotes skills at listening, discussion and responding to others.</p>
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<p>There is close contact between the school and charities, e.g. Macmillan, Guide Dogs, Children In Need, May Day.</p>
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<b>KEY STAGE 2</b>
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<p>By the end of Key Stage 2, the majority of the pupils can describe religious faiths and practices and the impact that these aspects have on the lives of believers and recognize religious symbols. Around a half of the pupils can note similarities and differences within the religions.</p>
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<p>A majority of the pupils at Key Stage 2 can describe their feelings and express an opinion and empathise with others and are aware of how this affects their lives.</p>
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<p>A minority of the senior pupils recognize that religious questions are sometimes complex with answers often being indefinite.</p>
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<b>Standards in literacy, numeracy, ITC and thinking skills</b>
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<p>The Welsh verbal skills of most of the pupils develop robustly throughout the school, they provide a confident verbal response. Many can talk naturally and fluently about their work from an early age. The few pupils who do not speak Welsh at home venture to speak Welsh and are very soon successful in the second language. By the end of Key Stage 2, almost all the pupils use good subject-based vocabulary.</p>
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<p>A majority of pupils confidently use information books and various reading sources.</p>
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<p>RE resources ( artefacts ) at the school support the learning and teaching.</p>
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<p>Many of the pupils confidently use ITC resources, however, these resources need to be used more, and more regularly cross-curricularly.</p>
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<b>Matters for attention</b>
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<b>FOUNDATION PHASE /KEY STAGE 2</b>
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<p>Monitor RE work in the books.</p>
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<p>Ensure that the Literacy and Numeracy Framework are included in the subject.</p>
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<p>Ensure that extended written compositions are presented in RE.</p>
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<p>Ensure that challenging work is provided for the able groups.</p>
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<p>Develop use of ITC in the subject.</p>
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<b>Excellent</b>		<b>Good</b>	✓	<b>Adequate</b>		<b>Unsatisfactory</b>	
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**Key Question 2: How good is the RE provision?**

**References:** ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidance: People, Questions and Beliefs (2013), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

Teaching in religious education: planning and range of strategies

The National sample framework is used to present religious education" throughout the school. Use of artefacts, information books, big books, information sheets and ITC resources reinforces the learning. Websites such as Beibl.net are used as interactive resources.

The teachers identify the skills involving people, beliefs and questions through the Global Knowledge and Understanding fields at the Foundation Phase. The framework is thematically implemented at the Foundation Phase.

The National Exemplar Programme of Study is followed at Key Stage 2 and RE is taught as a "block" unit of work at KS2.

**Skills Provision: literacy, numeracy, ITC and thinking**

The Numeracy and Literacy Framework is used in this field. The aim is to include an extended composition in the field each term and a numeracy piece cross-curricularly if applicable. ITC is used in the RE lessons to seek information and stories on the Internet. Thinking strategies are widely used – assessment for learning, peer assessment, patter/ speaking partners. Through using thinking skills, the pupils effectively solve problems.

**Matters for attention**

Have opportunities to occasionally visit places of worship.

Use the HWB resource in this field.

Develop challenging tasks for the able pupils in every class.

**Excellent**

**Good**

✓

**Adequate**

**Unsatisfactory**

**Collective Worship****Key Question 2: How good is collective worship provision?**

**Does the collective worship meet statutory requirements?**

**Yes**

**No**

**References:** ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on Inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidance on Collective Worship (Wales SACRE's Association, June 2012).

**Good features of quality of Collective Worship**

A collective and class service is held, and moral and spiritual aspects are followed.

The pupils have an opportunity to pray, sing, read and occasionally the classes have an opportunity to hold the service.

Opportunities are taken to develop aspects of PSE, Global Citizenship and Language Charter as part of the worship.

A Christmas Service is held in the community.

<b>Matters for attention as regards quality of Collective Worship</b>  Ensure that morning Assembly Worship continues to be implemented in every class.							
<b>Excellent</b>		<b>Good</b>	✓	<b>Adequate</b>		<b>Unsatisfactory</b>	

Signed: *G Jones* (Headteacher)

Date: 10.5.17