

**Religious Education**

**Inspection Field 1: Standards in Religious Education**

*How well do pupils handle the fundamental questions, explore religious faiths, doctrines and practice (s) and express personal responses to faiths, doctrines, practices, and fundamental questions? What do you observe in their work that shows progress made over time?*

- Use: the pupils work, teachers assessments, learning walks, lesson observations to form a judgement.
- To assist you: Local Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance : People, Questions and Faiths (2013), Exemplar Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009), SACRE Guidelines, WJEC examiners reports.

**Notes:**

FP: Almost all the pupils have had robust opportunities to explore religious faiths and practices. Pupils make consistent use of their ITC skills to make progress in RE such as, a presentation in the form of a film from the Sower's Parable, Claf o'r Parlys a Tŷ ar y Graig. Many of the pupils speak confidently about their work showing a comprehensive understanding of the contents.

KS2: Almost all pupils can discuss Christianity, mentioning stories from the Bible and religious practices, as well as confidently discussing beliefs, doctrines and other religious practices. The pupils work on units of work that commence with one major question, and then investigate several sub-questions over a period of time to gather comprehensive evidence that supports their response by the end of the unit. The pupils successfully use their literacy skills to Research information in reference books and on the Internet and thoroughly discuss their findings in groups, recording in the form of initial notes as well as doing extended writing tasks such as Sikh Diary, Resource Card about Wiliam Morgan and a Pamphlet on the Creation of the World. Almost all the pupils speak confidently about their work, showing a mature understanding of the contents. The majority effectively express a view following investigation, putting what they have discovered and learnt to good use.

**Our pupils standards of RE are: JUDGEMENT – Good**

**Inspection Field 2: Well-being and attitudes towards learning about RE?**

*What do you feel that pupils gain from RE lessons?*

- Use: pupils work, an analysis of RE questionnaire, minutes of focus group/School Council
- To assist you: Supplementary guidance: listening to learners (ESTYN, September 2017),

**Notes:**

FP and KS2: Pupils gain positive experiences through relating the contents of RE to what occurs in countries in the world today with the whole school doing activities that teach them about Fair Trade and having an opportunity to learn about and contribute towards Teams 4U charity work, that send boxes of Christmas gifts to children in other countries. Almost every pupil can show empathy towards others in real life situations as well as identify with characters in stories. KS2 pupils also have beneficial opportunities to discuss life's fundamental questions such as Who am I? Am I important? Do we have to die? Within a safe environment of respect and support and almost all pupils are aware of his rights and what is socially acceptable and unacceptable. FP pupils have successful opportunities within weekly circle time sessions to discuss questions and options relating to religious education. Subsequently, the majority acquire a better grasp of how to deal with situations and other cultures as well as use their literacy skills for problem-solving.

**Pupils attitudes towards RE at our school are: JUDGEMENT – Very good.**

**Inspection field 3: Teaching and learning experiences in RE?**

*How good is the planning and teaching in RE? Provide examples of enriching RE experiences?*

- Use: learning walks, lesson observations, pupils work, question pupils
- To assist you are: Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Exemplar Guidelines and Profiles (2011), 14-19 (2009), SACRE

**Notes:**

FP and KS2: The teachers have planned RE units every half term that provides an opportunity for the pupils to explore Christian faiths, doctrines and practices, other religions as well as life's fundamental questions. The school has appropriate resources e.g. books and artefacts that motivate the pupils when learning and the pupils enthusiastically respond and work assiduously on their tasks. Occasionally, visitors come to the school to give talks on subjects such as Fair Trade and charity work, the pupils also have an opportunity to visit a church and chapel and this maintains their interest when learning. KS2: The teachers regularly set purposeful assessment for learning tasks to assess the pupils achievement and ensure that they have opportunities to successfully build on previous learning. The pupils progress is tracked on an Incerts system.

**Standards of RE teaching at our school are: JUDGEMENT – Good**

**Inspection field 4: Care, support and guidance in RE?**

*To what extent do RE lessons/activities assist pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their personal beliefs or values? How does RE assist pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop assured values and establish their spiritual and moral beliefs?*

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, the school minutes of any hate/bullying offences.
- To assist you: SACRE Guidelines, Guidelines on collective worship (Association of Wales SACRE's); Supplementary Guidance: collective worship at non-denominational schools (ESTYN, October 2017), Supplementary guidance: listen to learners (ESTYN, September 2017)

**Notes:**

FP: All pupils acquire daily experience of collective worship, during these periods, time is allocated for meditation, such as meditations on options or a moral message contained in a story. Subsequently, the majority of pupils understand matters related to rights and correct and wrong choices. The contents of Healthy Schools work e.g. Safety on the Internet is presented during Circle Time sessions as well as day to day events in the pupils lives. The pupils are encouraged to treat one another with courtesy and respect.

KS2: All pupils acquire daily experience of collective worship and one class prepares and presents a weekly service. The classes have presented services based on stories from the Bible, presentations on other religions, contributions made by individuals such as Martin Luther King and contemporaneous news items, the pupils have an opportunity at the end of all services to reflect on the contents, the pupils have an opportunity at the end of each Service to reflect on the contents, considering issues such as life values, equality and human rights. This practice is one of the school's strengths that provide additional and diverse opportunities to respond to current and timely events as well as collective worship opportunities in a spiritual pupil led environment. The contents of Healthy Schools work e.g. Internet Safety and Bullying is presented during Circle Time sessions as well as that which arises during the pupils everyday life. The pupils are happy to discuss any problems with staff members, trusting that they will provide support for them if required individually or through whole class activities. The pupils are encouraged to show mutual courtesy and respect.

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

**Yes**

**yes**

**No**

**RE contribution to pupils personal development and community cohesion is: JUDGEMENT Excellent.**

**Inspection field 5: Leadership and management in Religious Education?**

*Does the RE subject leader possess the necessary skills and understanding to provide effective leadership in the subject? How do you know?*

- Use: schemes of work, monitoring and self-evaluation reports, data evaluation, interviews with the co-ordinator and designated governor/SACRE visitor, minutes of staff meetings, improvement plan, evaluation of progress, case study following school to school co-operation.
- To assist you: SACRE guidelines

**Notes:**

FP: The co-ordinator works with the school's other co-ordinators to ensure RE cross-curricular beneficial schemes. Every class jointly plan and utilize other teachers strengths and experience. Orders have been placed for resources such as books and are centrally stored to assist the teaching.

KS2: The co-ordinator is highly experienced and possesses very robust knowledge and understanding. After discussing with staff, she had prepared a long term scheme of work that contains the principal question and sub-questions to work on every half term. Each class has detailed medium term schemes of work for the subject. New resources have been purchased so as to effectively present the work.

**Leadership and management in RE is: JUDGEMENT – Good**

Aspects to focus on	Action	Who?	By when?
		These details need not be shared with SACRE but the school minutes need to ensure that staff and governors are clear about accountability.	
Issue more regular invitations to visitors to the school to hold services.	Invite visitors.		
Go on visits to obtain live experiences.	Arrange visits to church and chapel.		
Allocate time to deal with life's major questions as situations arise e.g. bereavement, self-worth, individual rights	The pupils discuss matters of importance to them at the time.		

**Summary evaluation that will contribute towards the school evaluation of 'Personal Development (4.2)'**

Concise! Approximately 50 words.

The field is robust and does not give cause for concern. There are engaging plans and themes in place that are regularly reviewed by the co-ordinator and staff to engage the pupils interest. Various opportunities are provided for the child to have a say when planning and selecting record forms when responding to the open questions. Excellent samples of extended cross-curricular writing stem from the work.

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**Date:** 23/4/18