

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- Self-evaluation is based on lesson observations, evaluations of pupils’ work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.

References ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education

Standards in Religious Education – progress in learning

The children’s workbooks show that a comprehensive range of tasks have been completed in the subject e.g. talks and dialogues, meditations, letters, portraits, prayers etc. Classroom observation also confirms the maturity of many of the children when dealing with life questions such as war and poverty, and principles such as selfishness and fairness. Scrutiny of Books reports also note that pupils have a good understanding of Christian religious symbols and customs.

Areas for Development

Develop more opportunities for extended writing for older KS2 pupils, in order to ensure the depth of their understanding.

Excellent		Good	X	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?

- Self-evaluation should consider the following indicators: The time given to the subject, subject knowledge, teachers’ expertise and professional development, suitability of the study programme and the range of learning resources used.
- Evaluation of lesson observations and pupils’ work allows the head teachers and departmental heads to arrive at an opinion regarding the quality of education in Religious Education lessons within the school, and the extent that pupils are motivated and encouraged to attain high standards.
- Primary schools should refer to the provision ‘People, Beliefs and Questions’ for learners in the Foundation Phase as well as Religious Education in KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education

The teaching: planning and range of strategies

The medium and long term work plans ensure that our provision for Religious Education is good. Teachers ensure that aspects of Religious Education are an integral part of every unit of work and recent observations confirm that the teaching is appropriate with stimulating presentations used to motivate the children’s work. In addition, the influence of our strategy Assessment for Learning has improved the children’s ability to discuss their ideas together. Specific visits have also reinforced what is presented in units of work.

Areas for Development

Ensure that there are sufficient opportunities to discuss other religions, apart from Christianity.

Excellent		Good	X	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is provision for collective worship?

Does collective worship meet the statutory requirements?

Yes

No

References ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspecting Collective Worship in non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94).

Good features in relation to the quality of Collective Worship

The school has a Collective Worship policy. This seeks to ensure that the worship has principles, structure, timetable and progression. The plan notes the aspects presented such as Biblical stories, stories with moral, social and spiritual implications, as well as aspects of Personal and Social Education. This policy refers to class assemblies, whole school assemblies and considers the role of visitors to the school when they hold assembly services e.g. vicar, local minister.

The inspectors noted, following attending our morning assemblies that our provision for the moral development of the pupils was good.

Areas for development in relation to the quality of Collective Worship

Ensure more opportunities for the pupils to participate and contribute to whole school assemblies.

Excellent

Good

X

Adequate

Unsatisfactory

Signed: Ann Jones (Head teacher)

Date: 10/10/14