

<b>Religious Education</b>
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<b>Key Question 1: How good are outcomes in Religious Education?</b>
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- The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and contain an evaluation of teachers assessments and/or examination results.

**Referrals:** ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Beliefs (2013), Guidelines and Model Profiles KS2 and KS3 (2011), 14-19 (2009).

**Standards in Religious Education – progress in learning**

**Standards in Religious Education – progress in learning**

The school has appropriately planned for presentation of the agreed syllabus for RE; however, it is not included with sufficient regularity in the classes work – Estyn Report May 2016

Since the Inspection, substantial work has been done to ensure that RE is included with enough regularity in the work of the classes now.

**THE FOUNDATION PHASE**

The pupils ability to discuss and recall is developing well at the start of the Foundation Phase and by the top of the Foundation Phase, almost all can discuss and ask questions.

The increasing emphasis on skills, thinking and assessment for learning skills stimulates various and independent activities.

Looking at work samples and the pupils books, there is a diversity of presentations that reflects the skills.

The older pupils receive diverse and challenging experiences whilst the Foundation Phase reading and recording skills show a good grasp of National Framework requirements to introduce RE.

Almost all can talk about their feelings, their actions and views by the end of the Foundation Phase and around a half describe and provide simple comments on other people's views

The children's ability is developed to use simple religious vocabulary across the Foundation phase and a minority of children will start to recognise that there is a deeper meaning to religious symbols.

Regular Circle Time sessions are held in the classes and they contribute towards developing positive aspects towards problem sharing and feel mutual empathy. They also promote discussion, listening skills and respond to others very well.

At the end of key stages, many achieve Outcome 5 and last year a quarter of Foundation Phase pupils achieved Outcome 6 in Social Development and Well-being and Diversity; the majority achieve Level 4 or 5 in RE at KS2.

There is a close link between the school and humanitarian charities such as Air Ambulance, Children in Need, Macmillan etc.

**KEY STAGE 2**

At the lower end of KS2, the majority can recall, respond and communicate simply some of the beliefs, doctrines and basic religious practices investigated. A very few start to note that which is similar and different in religions.

At the upper end of KS2, many of the pupils can describe some religious beliefs, doctrines and practices and how some of these aspects on religion can impact believers lives. Around a half of the pupils can make links between religious beliefs, doctrines and practices and describe the impact on the lives of believers and note similarities and differences within and across religions.

At the lower end of KS2, the majority of the pupils can describe their feelings, actions and views and provide simple comments on others views. The majority start to recognize meaning to religious symbols and they use simple religious vocabulary appropriately.

At the upper end of Key Stage 2, around a half of pupils can explain how their feelings, actions and views impact their lives, and describe how others viewpoints likewise impact their lives. They use a range of religious vocabulary appropriately and show a basic understanding of symbolic language.

At the lower end of Key Stage 2, almost every pupil can speak and ask questions on their own experiences, the world around them and aspects of religion that they can discuss the questions that arise from their experiences providing their own views. Due to the nature of the themes, a small minority of the pupils begin to recognize that fundamental religious questions are often complex and the answers are often partial and indefinite.

At the upper end of Key Stage 2, many of the pupils can discuss their responses and others responses to questions about life, the world around them and religion. A minority of pupils can express and justify their ideas and views about fundamental questions. According to their investigations and personal experiences, because of the nature of the themes, around half the pupils recognize that basic religious questions are often complex and that the answers are often partial and indefinite. .

Evidence in the pupils books and learning and teaching monitoring findings indicate that standards are now high throughout the school.

**Standards of literacy, Numeracy, ITC and thinking skills**

Many successfully build on previous learning and effectively solve problems effectively using their thinking skills. The Welsh verbal skills of most pupils robustly develop throughout the school. Pupils attentively listen to presentations and confidently verbally respond, using increasingly correct Welsh vocabulary and syntax. Many can speak naturally and fluently about their work from an early age. The minority who cannot speak Welsh at home acquire Welsh rapidly and successfully. By the end of key stage 2, most have a good subject vocabulary. They intelligently contribute to classroom discussions clearly expressing a view about the theme work and the IT and communication work (ITC).

At the upper end of the Foundation Phase, the majority of the pupils read meaningfully and possess an appropriate understanding of the text. At key stage 2, the majority of pupils reading skills develop appropriately in both languages. They pay due focus to punctuation. By the end of the period, most pupils confidently discuss the main events and characters in their current books. Across the period, many use advanced reading skills well when gathering information in reference books. At the Foundation Phase, the majority of pupils write appropriately in various forms across the learning fields, using clear sentence structure and basic punctuation. They use appropriate adjectives and vocabulary in their writing work. Many pupils at key stage 2 write to a standard that is appropriate for their age and ability in both languages. However, pupils do not use their free writing skills consistently enough cross-curricularly.

At the Foundation Phase, most of the pupils use and apply their numeracy skills appropriately, but in a limited range of situations. A majority appropriately apply their number skills to solve simple problems based on class themes. At key stage 2, the mathematical skills of most of the pupils in lessons and in their maths books is sound. However, pupils across the school do not use their numeracy skills consistently enough in other aspects across the curriculum.

The school has a broad range of resources that supports effective learning and teaching.

It has an appropriate supply of ITC resources that well develops the learners digital skills.

**Matters to focus upon****FOUNDATION PHASE/ KEY STAGE 2**

- Continue to develop the pupils vocabulary and ability to question, providing opportunities for them to express an opinion by the upper end of the Foundation Phase.
- Develop an understanding of the impact of religion on the lives of believers by the end of the Foundation Phase.
- Ensure that extended writing is introduced each term in RE.
- Ensure that the Literacy and Numeracy Framework is included in the subject.
- Ensure that the tasks provided for the more able Group are challenging when working through the basic, religious and human questions.

<b>Excellent</b>		<b>Good</b>		<b>Adequate</b>	✓ with some good aspects	<b>Unsatisfactory</b>	
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**Key Question 2: How good is the RE provision?**

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, the teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work allows headteachers and heads of department to form an opinion on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for Foundation Phase learners and RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and RE).

**Referrals:** [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 FOUNDATION PHASE**

- Foundation Phase teachers are familiar with the national model framework for presenting RE. They have identified the specific skills related to people, beliefs and questions through the Global Knowledge and Understanding Fields and Personal and Social Development, Well-being and Cultural Diversity.
- Foundation Phase teachers make use of 'People, Beliefs and RE questions for 3-7 year old learners in Wales; when planning units of work.
- Foundation Phase plans on the basis of the above awareness have incorporated people, beliefs and questions within

these two fields and across the other learning fields.

- The activities have been carefully planned across the Foundation Phase and show progression from one class to the other due to joint planning and joint discussion.
- A broad range of experiences are offered to provide every opportunity for the pupils to gain more knowledge and understanding and discussion and reasoning skills in the field.
- Narrative resources, information books, large books, artefacts, ITC resources, visits/visitors to the school all create interest and enrich the provision in the field.
- The teacher has high expectations and provides regular support.
- Pride of place is given to classwork at school services and class displays.
- Extensive use is made of websites such as HWB and Purple Mash as interactive resources.

The Religious aspects within the fields are well provided at the Foundation Phase.

#### KEY STAGE 2

- A session of at least an hour a week is allocated to RE at the upper end of Key Stage 2 and RE is taught as a 'block' unit of work once a term at the lower end of KS2.
- Teachers at Ysgol Bro Cynfal and Ysgol Edmwnd Prys have spent periods on joint planning and both schools follow the same themes/texts to ensure consistency.
- Long, medium and short term plans are implemented in RE and resources/visits are shared between both schools by now.
- The plans are detailed and ensure follow-up and development, focussing on big questions have served to ensure depth and develop the pupils investigation skills.
- As a consequence of broad training, ordering enriching resources that further enhance the teacher's grasp of the field, there is good provision across the stage.
- Detailed assessment methods are a valuable contribution when providing tasks for various abilities.
- Opportunities are taken to take the children out on visits to places of worship and to invite visitors to discuss RE matters with the pupils.

Quality of teaching and Key Stage 2 provision is good.

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

The Numeracy and Literacy framework is focussed upon within RE. The aim is to include at least one extended composition in the field every term and a cross-curricular composition (at the FP and KS2) if it is appropriately related.

ITC is widely used in the RE lessons to search for information on the Internet and appropriate websites, information gathering, recording in various forms (literacy and numeracy). Most of the pupils ITC skills are developing well due to that.

Thinking strategies are used in the RE lessons – GED grid, discussion partners, assessment for learning, peers assessment.

Many successfully build on previous learning and effectively solve problems through effective use of their thinking skills.

#### Matters to focus on

##### THE FOUNDATION PHASE

- Continue to offer a broad range of engaging and valuable experiences within the plans.
- Teachers to continue to jointly discuss and be aware of newly available resources e.g. in ITC
- Continue to encourage the pupils to develop thinking skills.

##### KEY STAGE 2

- Continue to develop challenging and extended tasks for the most able pupils in every class.
- Provide an opportunity for the pupils to reflect on the learning, responding to the teachers constructive comments.

Excellent		Good		Adequate	✓ with some good aspects	Unsatisfactory	
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### Collective Worship

#### Key Question 2: How good is the collective worship provision?

Does the collective worship comply with the statutory requirements?	Yes	No
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**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), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).

#### Good aspects of quality of Collective Worship

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Collective Worship is provided that follows the common tradition of the Christian faith daily at the school. The Collective Worship is held at a class and school level. Parents have the right to withdraw their children from the worship and their background is taken into account in the worship provision.

Moral, spiritual and faith aspects are explored whilst at the same time nurturing a community spirit and promoting ethos and values.

The children will have an opportunity to do one or several of the following during the Worship:

- Meditation that includes listening, observing or reflecting on motivation, presentation or conversation by a staff member or guest speaker.
- Prayer
- Singing
- Reading

Every pupil has opportunities to participate either in public or through meditation.

On the whole, Collective Worship makes a significant contribution to the pupils spiritual, moral, social and cultural development. Opportunities are taken to develop aspects of PSE, Global Citizenship and the Cwricwlwm Cymreig as part of the Worship. Creating an ethos that differs from the school's everyday ethos occurs in a majority of the sessions.

Thanksgiving and Christmas services are held in the community. The school also participates in various services at the local church and chapel. Community activities effectively enrich the learning experiences.

Fortnightly services are presented by members 'Agor y Llyfr'- the presentations are lively and improve all the pupils understanding of various Bible stories contributing towards spiritual and moral development. The presentations are in English that also assists the pupils second language skills.

On the whole, there is good provision,

**Matters to focus on regarding quality of Collective Worship**

- **Ensure that A on the C class complies with regulations and requirements**
- **Further develop the ethos of the worship to reflect something that is separate to the school's usual activities on every occasion**

<b>Excellent</b>		<b>Good</b>	✓	<b>Adequate</b>		<b>Unsatisfactory</b>	
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Signature: I W Jones (Headteacher)

Date: 14.10.16