

<b>Religious Education</b>
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<b>Key Question 1: How good are the outcomes in Religious Education?</b>
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- Self-evaluation is based on lesson observations, evaluations of pupils work, teacher 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.

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

**Standards in RE – progress in learning**

- In RE lessons and PSE work, pupils have ample opportunities to become aware of differences within society. A wide variety of visitors regularly visit the school to develop and strengthen their understanding of the wider community e.g. nurse, fireman, policewoman, road safety crew, Carys Ofalus.
- Pupils questionnaires results show that they feel safe in school and know that there is somebody there to listen to their problems. This has been confirmed by parents questionnaires and we feel that the school has a healthy and strong relationship with the families. This is an excellent element at this school.

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

- During RE lessons, there are regular opportunities to cross-curricularly develop literacy.
- The majority of pupils use of IT is good when seeking information during the lessons.

**Matters to focus on**

- Ensure that the aspect of care and voice of the child is evident in future questionnaires.
- Need to ensure that the children have more opportunities to visit religious places
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<b>Excellent</b>		<b>Good</b>	√	<b>Adequate</b>		<b>Unsatisfactory</b>	
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<b>Key Question 2: How good is RE provision?</b>
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- Self-evaluation should consider the following indicators: the time allocated to the subject, specialist knowledge, specialization and teachers 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 'People, Faiths and Questions' provision for Foundation Phase learners and RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

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

**Teaching in religious education: planning and range of strategies**

- Our RE plans provide opportunities to look at the fundamental questions of life, to compare and be awe struck, to understand the practices and importance of other faiths, to understand their role in the big picture, to understand their role in the future of our world as future citizens. There is an emphasis on developing individuals who think of others and are ready to play their part, in school or outside the school premises.
- Foundation Phase pupils achieve outcome 5 or 6 in Social Development, Well-being and Cultural Diversity by the end of year 2. This is very good.
- By the end of KS2, the pupils achieve level 4 or 5 in RE, and the rest of the class work at levels that match their personal development. That is good at the school.

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

Adequate number of opportunities are planned for pupils to develop their cross-curricular literacy skills.

- Likewise, the school has begun to plan using the Digital Competence Framework, ensuring that the activities develop skills that are in parallel with the pupils age-group and ability.

**Matters to focus on**

- Ensure that there are adequate resources to cater for the field in the classes.
- Need to ensure that there are adequate cross-curricular opportunities planned in the field.

Excellent		Good	√	Adequate		Unsatisfactory	
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**Collective Worship**

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

<b>Does the collective worship comply with the statutory requirements?</b>	<b>Yes</b> √	<b>No</b>
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**References:** ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance and inspection of Collective Worship at non-denominational schools' (ESTYN, Sept 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**

- There is an emphasis on the voice of the child during collective worship. The children have an opportunity to participate practically or through answering questions following a reading.
- It is ensured in the school calendar that Christian celebrations are celebrated at the school such as Thanksgiving and Christmas Service. This is regarded as being good for the pupils spiritual and moral development as only 10% of school families (2 families) attend Sunday School.
- The ABC scheme and the circle time and periods of collective worship and services lead to a tolerant ethos, equal status and an appreciation of diversity.
- The pupils participate at concerts and service at the church or chapel regularly in the area. Almost all of them, across the age range, benefit from these opportunities to participate in formal situations and increase their appreciation of their area and establishments.

**Matters for attention regarding quality of Collective Worship**

- Need to ensure that visitors have regular opportunities to attend joint collective worship at the school. It is envisaged that this can be further developed through collaboration with a neighbouring church school.

Excellent		Good	√	Adequate		Unsatisfactory	
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Signed: Carys W Thomas (Headteacher)

Date: 5/10/17