

**Religious Education**

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

- 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 include 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 Religious Education – progress in learning**

In RE lessons and Personal and Social Education work, pupils have plenty of opportunities to become aware of differences within the community. Many visitors are very regularly welcomed to school such as the police, nurse, road safety crew and this develops and reinforces their understanding of the wider community.

Every child feels safe at the school ( questionnaire analysis September 2017) and they are aware that there is somebody available to listen to their problems or use the listening box in the corridor. This is confirmed by parents questionnaires and the school feel that we have a healthy and strong relationship with the families.

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

During RE lessons, there are regular opportunities to cross-curricularly develop literacy and numeracy skills. A recent example was using multiplication and shape and space grid after visiting the local chapel. At the foundation phase, many pupils use their numeracy skills well and this is apparent cross-curricularly as a Divali maths mat and the Shepherds watching their flock.

The majority of pupils make good use of IT when researching information during the lessons.

**Matters for attention**

Maintain the opportunities and care.

<b>Excellent</b>		<b>Good</b>	x	<b>Adequate</b>		<b>Unsatisfactory</b>	
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**Key Question 2: How good is provision in Religious Education?**

- Self-evaluation should consider the following indicators: the time allocated to the subject, teachers subject-based knowledge, specialization and professional development, suitability of the programme of study and range of teaching resources used.
- An evaluation of lesson observations and pupils work allows headteachers and heads of department to form a judgement on quality of teaching in RE lessons within 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 FP learners as well as RE at 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, 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**

There are opportunities in our RE plans for them to look at and discuss life’s major questions, to compare and wonder, to understand others practices and importance of beliefs, understand their role in the big picture, to understand their role in the future of our world as future citizens.

At the Foundation Phase, the majority reach outcome 5 and 6 in Social Development, Well-being and Cultural Diversity by the end of the stage.

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

The schemes of work appropriately incorporate NC and LNF statutory requirements. There is regular provision to ensure that pupils gain enriching experiences in RE to thoroughly develop understanding.

<b>Matters for attention</b> Ensure suitable resources.							
<b>Excellent</b>		<b>Good</b>	X	<b>Adequate</b>		<b>Unsatisfactory</b>	

### Collective Worship

<b>Key Question 2: How good is collective worship provision?</b>							
<b>Does collective worship meet the statutory requirements?</b>				<b>Yes</b>	<b>No</b>		
<p><b>References :</b> ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on Collective Worship inspection at non-denominational schools' (ESTYN, Medi 2010) , 'RE and Collective Worship' (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).</p>							
<p><b>Good aspects of quality of Collective Worship</b>  The school makes skilful provision for spiritual aspects. They receive enriching opportunities for meditation in collective worship sessions often based on Bible stories or moral themes.  There is an emphasis on the voice of the child at the collective worship sessions providing an opportunity for them to practically participate or voice an opinion.</p> <p>Very few pupils have attended a Sunday School therefore Christian celebrations and Bible stories receive regular focus at the school.</p> <p>Personal Education plan and circle time provide regular opportunities to discuss and reflect on important everyday aspects. This reinforces the caring ethos and appreciation of diversity amongst us.</p>							
<p><b>Matters for focus regarding quality of Collective Worship</b></p> <p><b>Make arrangements for the Vicar or Minister to visit the school to lead a regular service.</b></p>							
<b>Excellent</b>		<b>Good</b>	X	<b>Adequate</b>		<b>Unsatisfactory</b>	

Signature: B.Hughes (Headteacher)

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