

Religious Education

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

*How well do pupils deal with the basic questions, explore religious beliefs, teachings and customs and express their personal responses to beliefs, teachings, customs and basic questions? What can you see in their work that demonstrates their progress over time?*

- Use: the pupils' work, teachers' assessments, learning walks, lesson observations to form an opinion.
- To help you: Locally Agreed Syllabus (National Indicative Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Indicative Guidelines and Profiles KS2 and KS3 (2011), 14 - 19 (2009), SACRE Guidelines, WJEC Examiner Reports.

**Notes:**

- Religious Education standards at the school are good and pupils make good progress in the subject throughout their time at the school. The quality of pupils' work in the books is good throughout the school.
- Most pupils deal with basic questions skilfully and respond capably when discussing them. Most recollect religious customs from a variety of religions successfully by the time they reach the top of the school, and compare religions, their customs and teachings, and discuss similarities.
- EAL and FSM pupils are making good progress and there is no gap between what the majority of them attain and the attainment of their peers. ALN pupils are reaching their potential in the subject and are making good progress from their baseline. The work of MAT pupils is of very good quality and they discuss religion with maturity.
- Most pupils successfully transfer their literacy skills to Religious Education lessons, and the quality of the literacy work is good. There are regular opportunities to develop oracy, reading and written skills in Welsh and English and there are opportunities to develop ICT within the subject.

Most pupils are developing good skills that gives them access to the whole curriculum. Evidence from the school of observing, learning walks, and discussions with pupils show that most use their speaking and listening, numeracy, thinking and ICT skills well in Religious Education and across the curriculum

**Speaking and Listening:**

Most pupils speak confidently in both languages. A very small percentage of the pupils speak Welsh at home; nevertheless, they can vary their conversation in different situations. A high percentage of the school's pupils are EAL and Welsh is their third language. The number of pupils attaining L4 and L5 in oracy in both languages is good and compares well with schools within the Family, the LA, and Wales. End of Key Stage 2 data reflects the hard work done by the school to ensure consistency of performance across both languages. Most pupils are able to transfer their speaking and listening skills across the curriculum.

The Pie Corbett technique is used throughout the school and is highly effective in the FP to learn stories/subjects (including Biblical stories) off by heart. This ensures that the pupils adopt correct sentencing structure and develop their oracy well. The oracy work feeds well into the written work.

ICT is used effectively across the school to develop the pupil's oracy skills by using the green screen, apps such as puppet pals and morpho, and specific programmes within Purple Mash.

**Reading:**

Most pupils understand what they read.

Most pupils are able to discuss what they have read, and demonstrate an understanding of various subjects. They are able to express opinions about subjects.

**Writing**

Most pupils write correctly in a variety of situations.

The pupils present appropriately for their age and ability, most KS2 pupils use cursive writing.

Most pupils' spelling and grammar skills develop well throughout the pupils' school career. Most pupils (except some ALN pupils) write accurately and generate work of an appropriate standard for their age.

Focus is placed on Welsh at Nursery, Reception and Yr1, and English is introduced in Yr2. There is evidence in most pupils' books, that the standard of writing across the curriculum is akin to what is produced in Welsh and English lessons. The quality of work of most pupils is good in both languages.

When planning, it is ensured that a variety of writing styles are introduced each term. The styles are introduced appropriately, and it can be seen in pupils' books that a good cross-section of writing genres are studied. Pupils undertake extended writing tasks regularly, with appropriate steps that lead to extended pieces.

Cross curricular extended writing has developed well and good quality tasks are seen in the books of many pupils. A linguistic balance and variety of styles are seen.

#### **Numeracy across the curriculum:**

Most pupils are able to transfer what they have learnt in mathematics lessons across the Curriculum successfully in most classes. Ample opportunities are offered to develop numeracy and the pupils' work corresponds to the requirements of the Numeracy Framework, and is age and ability appropriate. Tasks that challenge all groups of pupils are set, including MAT and ALN. Most pupils are able to use their numeracy skills to an appropriate level in a variety of subjects. Pupils across the Foundation Phase are given valuable opportunities to apply their mathematics skills within a variety of learning areas.

#### **ICT**

Most pupils' ICT skills across the age groups are good. Work of planning for the Digital Competency Framework is underway. Most Foundation Phase pupils use their ICT skills independently and effectively every week within the various learning areas whilst working on various challenges.

#### **Thinking Skills**

Thinking skills are developed effectively across the school, and AforL is implemented in every classroom. Pupils take more responsibility over their learning as they progress through the school, they participate in the process of setting SC across the school. Pupils assess the work of their peers and undertake regular self-assessments, and improve pieces of work. Most pupils across the Foundation Phase are able to self-assess and assess the work of their peers simply and effectively by using characters from Mr Men. Many pupils communicate and use thinking skills when collaborating and the skills they have developed promote their progress. Growth Mindset was introduced this year and the pupils are developing qualities that aid them with their work.

#### **Developing creativity and physical abilities**

Most pupils develop creativity and physical skills effectively through being active inside and outside the classroom. They use these skills successfully through learning and are able to transfer them to familiar and new situations. Most pupils from the nursery class up to year 4 take responsibility for their learning, and develop creativity by solving challenges within the learning areas as they choose resources and research their own ideas. Music is regularly used to develop dance and movement.

#### **Improvement issues that require attention during the coming year:**

Become familiar with the new curriculum and begin refining plans

Further develop creativity within Religious Education

**Our pupils' religious education standards are: GOOD**

## Inspection field 2: Welfare and attitudes to learning about Religious Education

### ***What do you feel the pupils gain from religious education lessons?***

- Use: pupils' work, analysis of a religious education questionnaire, minutes of the School focus group/Council
- To help you: Appended guidance: listening to learners (ESTYN, September 2017),

#### **Notes:**

- There is a good provision for pupils' health and well-being, and for their spiritual, moral and social development. The school has good knowledge of each child and his/her needs. This is one of the school's strengths.
- The school is an organised and caring community. Teachers give guidance that promotes pupil well-being. Parent and pupil questionnaires confirm our views.
- Most pupils feel happy and safe at the school and understand the school's arrangements for dealing with bullying and misbehaviour. The behaviour of most the pupils is good. Parents confirm this view in a questionnaire.
- Most pupils have good knowledge of well-being and safety rules and of influences that can affect a healthy living. The children's responses and behaviour at the school confirm this. The pupils play a key part in setting the rules of their classrooms and those of the school yard. The school uses the Class Dojo programme effectively in order to award good behaviour that has a positive effect on almost every pupil.
- Almost every pupil behaves well toward visitors and toward each other, they listen to each other and respond politely. This is seen in the service when Church representatives attend, when guest speakers come to the school, and when pupils go on educational visits.
- Almost all pupils interact with each other in a friendly way in formal and informal situations.
- Almost every pupil understands moral concepts such as fairness, equality, tolerance, sustainability, and the rights of the child. The PSE provision and the school's daily routines promote values such as honesty, tolerance and fairness.
- The school also promotes a sense of responsibility, when the children interact with each other, when they carry out classroom tasks and when they participate in extra-curricular activities. The Eco Council is effective in ensuring the pupils' awareness of sustainability and in PSE, Science, Geography, and ESDGC; the School Council has also been effective in ensuring the pupils understand their rights - there are classroom exhibitions to remind children of their rights.
- This is highlighted in the pupils' behaviour when interacting with each other, when raising money for charity, in their ability to show empathy, conserving energy and recycling at the school.
- The pupils are able to show respect toward each other and the various beliefs and cultures present in the school's community. The school takes pride in the cultural variety that exists within the school's community and is effective in tapping into parent and pupil expertise when teaching about different beliefs and cultures.
- Almost every pupil shows a positive attitude toward disability and other additional learning needs. One Yr5 pupil is visually impaired and the pupils are very mindful of her, they are very willing to support the ALN pupils in the classroom and outside. They do not discriminate.
- Most pupils are ambitious and set challenging targets for themselves. The pupils are aware of their personal targets and are given regular opportunities to work toward them. New target books have been used this year across all classrooms and they are effective.
- Most pupils respond well to new and unfamiliar experiences and ideas
- Most show an interest, enthusiasm and pride in what they achieve.
- Lesson observations show that most pupils work well independently and with their peers, they listen to others and usually respect their contributions.

#### **Improvement issues that need attention during the coming year:**

Create a Christian Council among the pupils in order to further develop Christian values at the school

**Pupils' attitudes towards religious education in our school are: GOOD**

### Inspection field 3: Teaching and learning experience in Religious Education?

***How good is the planning and teaching in Religious Education? Provide examples of enriching religious education experiences***

- Use: learning walks, lesson observations, pupils' work, ask pupils.
- To help you: Locally Agreed Syllabus (National Indicative Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Indicative Guidelines and Profiles KS2 and KS3 (2011), 14 - 19 (2009), SACRE Guidelines, Religious Education in secondary schools (ESTYN, summer 1013), Religious Education and ethics in KS2 and KS3 (ESTYN, summer 2018)

#### Notes:

**Remember to refer to examples of the provision. Time for the subject? % who choose Rel. Stud. as an option? % who gain an accreditation for statutory Rel.Ed.**

- Planning for Religious Education is purposeful and responds to the requirements of the National Indicative Framework. Long-term plans for Religious Education were redrawn in September 2018 in order to ensure succession in the skills. The Foundation Phase skills have been mapped. Long term plans are used purposefully in order to plan a series of lessons.
- Religious Education is taught weekly in every class.
- The voice of the pupil is strong at the school and strongly influences the planning. Consequently, tasks and activities inspire the pupils' interest.
- Most lessons are of good quality and successfully develop pupils' knowledge and understanding of religious beliefs, teachings and customs, and their subject skills and cross-curricular skills.
- The quality of the planning is good across the school. The planning builds on previous teaching and ensures consistency and year on year progression.
- AforL is a strength at the school and we ensure the aim of the lesson is shared with pupils, along with the SC. This ensures that the high expectations are clear.
- Teachers give constructive feedback and pupils are regularly encouraged to improve their work. Discussion partners are regularly used and pupils frequently self-assess and assess their peers.
- Religious Education is assessed annually according to the descriptions of Outcomes and Levels of the National Indicative Framework. Progress in Religious Education is reported to parents annually. The assessments show that most pupils make good and steady progress in the subject
- Awareness raising sessions for the four aims have ensured that teachers have an increased understanding of the new Curriculum. Emphasis is placed on developing the principles, and KS2 teachers have begun responding to them.
- Teachers arrange educational visits to the local church, cathedral and mosque so that pupils become familiar with places of worship and rituals.
- Activities are arranged for the areas in the Foundation Phase to develop Religious Education skills e.g. creating palm leaves, and an Easter garden in the outside area.
- The school has a number of visitors every year in order to deepen the pupils' understanding and knowledge of the Bible and Christianity e.g. A visit from the Bishop, Bible workshops, Capel Berea Youth Officer, and the pupils visit chapels to take part in workshops e.g. Cracking Easter, Visit to Capel y Ffynnon
- The school deliberately plans the use of places of worship e.g. St Peter's Church when studying weddings, baptisms etc.
- Since the school is a Church school, the connection between the school and Diocese is strong. Collective worship is held every fortnight by the rector and Christian values are clear around the school.
- There is a reflection area in every classroom and there are exhibitions to correspond to the area.
- There is a high percentage of pupils from other religions at the school, but the school's Christian nature is successfully maintained.
- The school is inclusive and children's knowledge of other religions is used in the lessons.
- Developing literacy, numeracy and ICT across the curriculum is a priority and these are included in every lesson.

#### **Improvement issues that need attention during the coming year:**

- Continue to refine the planning in order to respond to the requirements of the New Curriculum
- Develop Creative Activities

The education standards of Religious Education in our school are: **GOOD**

Inspection field 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities help pupils reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop strong values and establish their spiritual and ethical beliefs?

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, school records of any hate crimes/bullying.
- To help you: SACRE guidance, Guidelines on collective worship (Wales Association of SACREs), Supplementary guidance: collective worship in non-denominational schools (ESTYN, autumn 2017), Supplementary Guidance: listening to learners (ESTYN, September 2017)

**Notes:**

- Pupils are good at taking responsibility for their learning in the Religious Education lessons.
- The voice of the pupil is strong. Pupils are asked to contribute ideas about activities and tasks related to a theme and the teachers respond to them
- The school has a strong association with the Diocese and local Church by virtue of its status as a church school. Consequently, the Diocese provides support and the rector visits the school every fortnight to lead collective worship.
- Most pupils have a good understanding of other religions because of the nature of the school's community. They visit a chapel, church, the cathedral and mosque during their time at the school.
- Most pupils have a good understanding of their rights following presentations by the School Council. These are on display in the classrooms.
- Each year the school celebrates Fair Trade week and raises pupils' awareness of the importance of being global citizens.
- The Religious Education plans ensure that human rights are studied e.g. Martin Luther King and Nelson Mandela
- The school successfully helps pupils understand the effect of life choices.
- Most pupils understand the effect of behaviour on their mental health, their physical health and well-being, now and in future.
- The school gives pupils valuable opportunities to take on responsibilities and play a full part in the school and wider community. At the beginning of each theme, every child is given the opportunity to suggest ideas about what they want to learn, staff incorporate these ideas into their work plans as much as possible. Through the Class Council and the School Council the voice of the pupil is heard as pupils participate in aspects of moving the school forward.
- There is a good provision for pupils' health and well-being, as well as their spiritual, moral and social development. The school has a good knowledge of each child and his/her needs. This is one of the school's strengths.
- The school's PSE programme is effective in developing the social and emotional skills of every pupil, including underprivileged pupils.
- The PSE programme is mapped for the FP and KS2 and is provided cross-curricularly.
- Circle Time sessions are held weekly in KS2 and a Wali a Moli and Ysgol Deina session in the FP.
- Circle Time sessions give pupils good opportunities to express, share and discuss feelings and matters of importance to them.
- The school has a Racial Equality policy and a procedure for recording and responding to racial matters should the need arise. The school's provision for explaining and helping pupils understand matters of equality, diversity, tolerance, and respect is effective.
- The school successfully challenges stereotypes and stereotyping. All pupils are given the same opportunity
- The school's behaviour management strategies have a positive effect on the pupils. Class Dojo and the Webster Stratton scheme are used to promote good behaviour. Parent questionnaires show that almost every parent feels that pupil behaviour is good. Pupils who find it difficult to control their behaviour are supported and

assisted with IEP, risk assessments, and targets created for them.

- There is a positive anti-bullying culture throughout the school. The "I want to say" box gives pupils the opportunity to draw attention to concerns. The school's policy is followed in every case, and an attempt made to resolve the particular situation, and also through the EYA programme and Circle time to focus generally on the types of behaviours and possible effects. Anti-bullying is taught from years 3-6 through the KIVA programme. Lessons from the KIVA scheme were very effective in educating pupils about what bullying is and how such problems can be overcome.
- The school successfully develops the pupils' knowledge and understanding of harassment, discrimination, bullying based on identity, and extremism.
- The school is effective in promoting human rights. The school council has also been responsible for educating all the pupils about the rights of the child. Pupils in every class have been responsible for choosing important rights for their class charter.
- Pupils at the school are offered regular and effective opportunities to develop firm values and to establish their spiritual and ethical beliefs. Through different activities and lessons, the school successfully promotes bilingualism, social and moral values, diversity, and spiritual development. The school has a caring ethos and the well-being of every child is safeguarded. The pupils' spiritual and moral values are developed through whole school services and classroom services and Religious Education lessons. The children ask insightful questions, listen attentively and show each other respect. The pupils show empathy toward each other and contribute toward various charities e.g. RNIB, Children in Need, Save the Children, Blue Sky.
- The school provides good opportunities for pupils to develop their ability to reflect on (big) fundamental questions from a religious or non-religious point of view. Children participate actively in collective worship sessions and they are encouraged to reflect. We teach children about the customs of different beliefs under the banner of big questions from different religions. There is effective provision for pupils to reflect on their own beliefs and values.
- Our services have a particular spiritual ethos, and pupils contribute effectively by arranging contributions in advance and by sharing their feelings at the time.
- Circle Time sessions are held regularly in every class at which good opportunities arise for reflecting, questioning and amazement.
- The PSE provision and the school's daily routines promote values such as honesty, tolerance and fairness.
- The school also promotes a sense of responsibility, when the children interact with each other, when they carry out classroom tasks and when they participate in extra-curricular activities.
- Through whole school services and class services, pupils are given time to develop and reflect, to develop moral values such as respect, honesty and fairness and to develop the understanding and ability to differentiate between what is acceptable and what is not. Most pupils display those values.
- There is a reflection area in every classroom that gives pupils the opportunity to think and reflect quietly.
- A regular visit from the local rector to lead assemblies supports the teachers' work.
- Religious Education lessons give pupils the opportunity to develop socially by looking at their personal values, and other customs and beliefs throughout the world.
- Collective Worship takes place daily and jointly twice a week. The worship is of a Christian nature and there are specific plans in place. A series of joint collective worship is planned and this deals with a Christian theme and Christian values and the daily worship in the classroom reinforces the work.
- The school successfully keeps children safe from the dangers of radicalisation, all staff are trained to identify signs and understand the procedure if there are any concerns.

**Improvement issues that need attention during the coming year:**

- Continue to plan collective worship for the whole school

**Does the school satisfy the statutory requirements for collective worship?**

Yes

X

No

**The contribution of religious education to pupil's personal development and community cohesion is: **GOOD****

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

***Does the religious education subject leader possess the required skills and understanding to lead the subject***



**effectively? How do you know?**

- Use: work plans, monitoring and self-evaluation reports, data evaluation, interviews with the coordinator and the designated governor / SACRE visitor, minutes of staff meeting, improvement plan, progress evaluation, case study following school to school collaboration.
- To help you: SACRE guidelines

**Notes:**

- The coordinator presents good leadership and sets high expectations for the subject. The coordinator has the knowledge and understanding to lead effectively.
- This year the coordinator and head-teacher attended training relating to collective worship at primary schools. The coordinator cascaded the information at staff meetings and the staff implemented it.
- The school has purposeful resources such as reflective areas, Godly Play equipment, artefacts, and religious books. There are plenty of good quality resources at the school.
- There are policies in place that have been reviewed in line with the timetable. Information about the school's ethos and Christian nature is shared with parents in the booklet. Information about the right to withdraw pupils from Religious Education is in the booklet.
- A high percentage of pupils choose not to participate in the collective worship and they sit at the back of the hall.
- No pupils have been taken out of religious education lessons.
- The way the school includes pupils from different religions in the life and work of the school is a strength
- The SMT scrutinises books termly and monitors the Religious Education provision, draws up reports and reports to the Governing Body.
- We have established links with other Church schools through the Diocese and are collaborating to further develop the pupils' role
- The report of the recent Section 50 inspection identifies several excellent aspects at the school

**Improvement issues that need attention during the coming year:**

Further develop the role of the pupils

Continue to develop links with other schools, mainly church schools

**Leadership and management in Religious Education is: GOOD**

**Name of Headteacher**

**Joanna Thomas**

**Signature of Headteacher**

*Joanna Thomas*

**Date:**

09.05.19