

School Name: **Ysgol Trefferthyr**

**Religious Education**

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

**References:** ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

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

- The pupils display a good grasp of the importance of worship, and the significance of special areas and artefacts for followers of various religions.
  - Pupils are aware of some of the principal festivals in the church calendar and of the significance of important days such as Christmas, Easter in the Christian faith.
  - Assessment for learning is increasingly used to respond to pupils work – e.g. 2 stars and a wish, peer-groups marking etc.
  - It is the pupils responsibility to set their own success criteria in the senior classes whilst at the Foundation Phase, the pupils make a good contribution towards target setting.
  - As part of the Assessment for learning plan, the pupils begin to take a more active role in planning the work programme for the term.
  - Good use is made of ITC in investigations, in information finding and work presentation.
  - All pupils have opportunities to verbally contribute to a discussion on moral questions.
  - Circle Time sessions are regularly held in the classes and they contribute towards developing a positive attitude towards problem-solving and a sense of mutual empathy.
- Good links are developing between the school and humanitarian charities such as Christian Aid, Operation Christmas Child, Children In Need etc.

**Matters for attention**

- Need to ensure that all pupils have more opportunities to verbally contribute to a discussion on Religious questions.
- Develop pupils ability to plan, develop and reflect on their learning

**Excellent**

**Good**

✓

**Satisfactory**

**Unsatisfactory**

**Key Question 2: How good is the provision in Religious Education?**

**References:** ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

**The teaching: planning and range of strategies**

- there is appropriate and detailed planning on the basis of 'People, Faiths and Questions' for Foundation Phase learners and the agreed syllabus at Key Stage 2;
- At the Foundation Phase, the pupils develop a grasp of the importance of the community and those individuals who assist within the community when studying People who assist us.
- The field 'Personal and Social Development' at the Foundation Phase is developed. Pupils are on their best behaviour, courteous and respectful towards adults and each other.
- At key stage 2, pupils continue to extend their knowledge of Christianity, Judaism, Islam and Hinduism as they draw comparisons with some of their faiths and customs
- Good use is made of religious topics, people, communities and artefacts, as part of the resources for teaching the subject.
- Senior pupils express a personal view well e.g. their feelings. They confidently talk about their religious experiences and attitudes.
- The pupils show respect towards their work and the books of most of them are well-organized and neat.
- Pupils work samples indicate that they achieve good standards in the field and use the knowledge and skills that they learn, cross-curricularly.
- The long-term and medium-term plans are regularly reviewed so that pupils obtain the best opportunities.
- Extensive use is made of web-sites such as GCad and Cynnal as interactive resources
- The humanities co-ordinator received training last year and religious education formed part of the 'Response to Work' training received by the co-ordinator - 14.10.11.
- A robust relationship has been established with community leaders e.g. vicar, minister, Police Liaison Officer.
- The school awards scheme is used to effectively promote good behaviour as are Webster Stratton method principles that places great store on respect and honesty.
- There have been no instances of racial discrimination. Respect towards racial differences and equality are promoted through diverse activities.

<ul style="list-style-type: none"> <li>There are good Religious Education resources which enable the teachers to fully present the scheme of work.</li> </ul>							
<b>Matters for attention,</b> <ul style="list-style-type: none"> <li>Familiarize with RE document – Guidelines for Key Stage 2. (March 2011)</li> <li>Ensure that teaching staff receive instruction in the field.</li> <li>Provide differentiated opportunities and activities for gifted and talented learners.</li> <li>There is a need to encourage the pupils (especially the older pupils) to make more extended responses/contributions during group discussions.</li> </ul>							
Excellent		Good	✓	Satisfactory		Unsatisfactory	

### Collective Worship

Key question 2: How good is provision for collective worship?							
Does the collective worship comply with statutory requirements?				Yes	✓	No	
<b>References:</b> ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)							
<b>Good features as regards quality of Collective Worship</b> <ul style="list-style-type: none"> <li>Collective services are held three times a year. One service is led, where there is an emphasis on spiritual contents, by the local Vicar; one service focuses on morality and one varies in contents, subject to the pupils presentation.</li> <li>The services reflect the school's Christian ethos.</li> <li>Through collective worship at the school, the pupils have a good grasp of the importance of worship, and the significance of particular places for followers of different religions.</li> <li>During services of Collective Worship, the children are encouraged to identify those values that are important in their every day lives such as self-respect, respect towards others and their environment.</li> <li>Pupils have an opportunity to prepare, present and participate in the services held on Friday afternoon.</li> <li>Occasionally, arrangements are made for pupils to participate in the Parish Church services e.g. carol concert, Flower Festival so that they contribute towards collective worship in the community.</li> </ul>							
<b>Matters for attention as regards quality of Collective Worship</b> <ul style="list-style-type: none"> <li>Create a zone for reflection at the school.</li> </ul>							
Excellent		Good	✓	Satisfactory		Unsatisfactory	

Signed: *Karena Owens* (Headteacher)

Signed: *Karena Owens* (Co-ordinator)

Date: 18/10/11