

## How can SACRE monitor standards?

### Standing Advisory Council on Religious Education (SACRE)

SACRE's main function is to monitor religious education and collective worship and to advise the local authority on matters relating to religious education and collective worship. The Wales Association of SACREs believes that this advice should be based on current information. Many SACREs monitor standards by inviting schools to share their self-evaluation of Religious Education and collective worship with SACRE members.

#### Further information:

- Wales Association of SACREs: [www.wasacre.org.uk](http://www.wasacre.org.uk)
- Religious Education and Collective Worship: Circular 10/94 (Welsh Office)
- So You're Joining Your Local SACRE: a handbook for SACRE members in Wales (WASACRE)
- Guidance on Collective Worship (WASACRE, 2012);
- Review of SACRE reports (Welsh Government, 2011 and 2013)

### Department for Education and Skills Wales (DfES)

Most SACREs in Wales have adopted or adapted the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales' as their locally agreed syllabus. The Welsh Government has supported the teaching of religious education in schools by providing guidance documents to support teachers, head teachers and SACRE members. These provide useful information about teaching methods, resources and assessment. The 2010-12 national external verification process gave RE departments in secondary schools the opportunity to show their understanding of RE attainment levels.

#### Further information

- <http://cymru.gov.uk> > search for Religious Education
- Locally Agreed Syllabus (or National Exemplar Framework for Religious Education in Wales)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplifying Learner Profiles at KS2 and KS3 in Religious Education: Additional Guidance (2011)
- Religious Education: Guidance 14-19 year olds (2009)
- People, Questions and Beliefs in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://wjec.co.uk>)

### ESTYN

The ESTYN inspection framework is based on five inspection areas:

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experiences
4. Care, support and guidance
5. Leadership and management

Few school inspection reports include references to the standard and quality of Religious Education and collective worship.

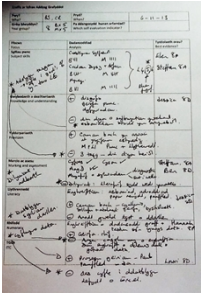
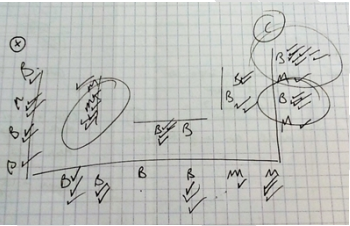
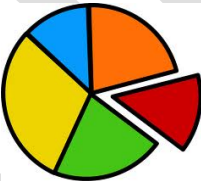
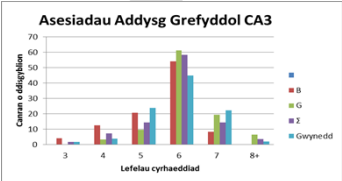

A thematic review of Religious Education in Secondary Schools was published in June 2013 and it offers recommendations to local authorities, schools and SACREs.

#### Further information:

- [www.estyn.org.uk](http://www.estyn.org.uk)
- Religious Education in Secondary Schools (ESTYN, June 2013)
- Religious and moral education in key stage 2 and key stage 3 (ESTYN, Summer 2018)

- Supplementary guidance : collective worship in non-denominational schools (Autumn 2017)

### What evidence do schools use in order to make judgements?

<p><b>Book Scrutiny</b></p> 	<p>Teachers will collect a sample of pupils' work (e.g. range of abilities, ages, boys and girls) and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• To what extent does pupils' work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• To what extent does pupils' work develop the skills identified by the National Literacy, Numeracy and Digital Competence frameworks?</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Lesson observation</b></p> 	<p>Teachers and school leaders will observe lessons and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• Are the pupils well motivated? Are they contributing to their own learning?</li> <li>• To what extent does pupils' work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• To what extent does pupils' work develop the skills identified by the National Literacy, Numeracy and Digital Competence frameworks?</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Questionnaires and Interviews</b></p> 	<p>Schools can analyse the results of questionnaires used with pupils, teachers and parents to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What do they think about the content of the RE lessons? Are there significant groups who are offering different opinions?</li> <li>• What progress are they making in their RE skills?</li> <li>• What are their perceptions/attitudes/opinions of Religious Education?</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Data</b></p> 	<p>Can schools use teacher assessment data or external examination results (secondary schools only) to identify trends or patterns?</p> <ul style="list-style-type: none"> <li>• How well are boys/girls/groups performing over time? (all schools)</li> <li>• How well are our pupils performing in comparison with other departments/other schools? (secondary schools only)</li> <li>• Are there any groups of pupils who are underachieving? (all schools)</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Other</b></p> 	<p>Schools can also base their judgements on other evidence such as:</p> <ul style="list-style-type: none"> <li>• Success in local or national RE competitions;</li> <li>• Participation in local or national RE events/conferences/projects/publications;</li> <li>• Monitoring reports by other members of staff, e.g. school literacy, numeracy or ICT co-ordinators;</li> <li>• Minutes of meetings held with staff, school governors or SACRE visitors;</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• Action research undertaken by a member of a Professional Learning Community;</li> <li>• External accreditation, e.g. RE Quality Mark <a href="http://www.reqm.org/wales">http://www.reqm.org/wales</a></li> </ul> |
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## SACRE Guidance (pages 3, 4, 5 and 6)

### To what extent does the school's provision promote pupils' personal development? (Inspection area 4.2)

Evaluating the standards and provision of religious education will help schools evaluate inspection area 4.2, 'Personal development' (including spiritual, moral, social and cultural development).

ESTYN's inspection guidance (September 2017) for social and moral development notes:

*"Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how well the school develops the ability of pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world."*

Within the school's self-evaluation cycle or calendar, school leaders will need to consider what evidence is available to them in order to make an evaluative judgement on Inspection Area 4.2. Religious Education and collective worship can make important contributions to this field.

The following exemplar questions are based on ESTYN's Common Inspection Framework (September 2017) and the questions used by ESTYN during the thematic review of religious education during the Autumn term of 2017. A school is not expected to answer every question, however, having discussed these with staff, governors, pupils and their Supporting Improvement Adviser, a school will be able to identify strengths and areas for improvement that will enable them to plan improvements.

### Inspection Area 1: Standards

**Remember to use qualitative and evaluative language and include 'real' examples of pupils' work!**



- What is your view on the standards of religious education at your school? (FP, KS2, KS3, KS4, KS5 pupils)
- How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions?
- How well do groups of pupils make progress in religious education? What have you identified in their work that shows their progress?
- How well do our pupils use their speaking and listening, reading and writing skills, their numeracy and ICT skills appropriately in religious education?
- Give examples of how pupils have developed their thinking skills, their creativity and physical skills in religious education activities in the classroom and outside the classroom?
- What improvement issues require attention next year?

### Inspection field 2: Wellbeing and attitudes to learning

**Remember to use qualitative and evaluative language and include 'real' examples of pupils' work!**



- Do the pupils show an interest in religious education?
- What do you think pupils gain from religious education lessons?
- What improvement issues require attention next year?

**Inspection field 3: Teaching and learning experiences**

Remember to refer to examples of the provision. Time allocated for the subject? % of pupils who choose RE as an option? % who attain an accreditation for their statutory RE.

- How do you know that your school meets the statutory requirements for religious education?
- How does your school teach religious education?
- Does religious education succeed to engage the pupils' interest?
- How well do the lessons/activities develop pupils' knowledge and understanding of religious beliefs, teachings and practices as well as their subject skills and cross-curricular skills?
- How good is the planning for religious education? (building on previous knowledge, understanding and skills? clear objectives? teaching methods? resources?)
- To what extent does the feedback in religious education help pupils to know what they have achieved and what they need to do to improve?
- How do you assess and track the progress of pupils in religious education?
- How does the planning for religious education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? Have you started to respond to the recommendations of 'Successful Futures'?
- To what extent does the school provide a range of appropriate learning experiences, within the classroom and outside, in order to develop pupils' interest and skills in religious education?
- Does the school organise any trips or visits linked to religious education? What year groups, how often, and how do these visits enrich the curriculum?
- Does the religious education reflect the nature of the school's context? Does it reflect the cultural, linguistic and ethnic diversity of Wales and the school's local area?
- To what extent do the religious education activities provide increased purposeful opportunities for pupils to practise and develop their literacy, numeracy and ICT skills to an appropriate standard?
- What improvement issues require attention next year?

**Inspection field 4: Care, support and guidance**

- To what extent do religious education lessons/activities help pupils to be active citizens?
- How do pupils influence what and how they learn in religious education?
- Does the school participate in any community activities or have links with any faith leaders or organisations?
- How does religious education contribute to pupils' understanding of the culture of Wales, the local community and the wider world?
- Give examples of how religious education has helped pupils to understand equality and diversity, stereotypes or religious extremism, human rights?
- To what extent has the school assisted pupils to develop strong values and establish their spiritual and ethical beliefs?
- How effective is the school at developing the pupils' ability to reflect on fundamental questions from a religious and non-religious perspective and to reflect on their own beliefs or values?
- Does the school meet the statutory requirements regarding collective worship?
- How good is the collective worship? How well does the school plan collective worship over time?
- How does the school keep pupils safe from the dangers of radicalisation, e.g. extremist material, either through visiting speakers or through speakers on site visits?
- How do you ensure that concerns that arise about comments made by pupils during religious education lessons are considered in an appropriate manner?
- What improvement issues require attention next year?

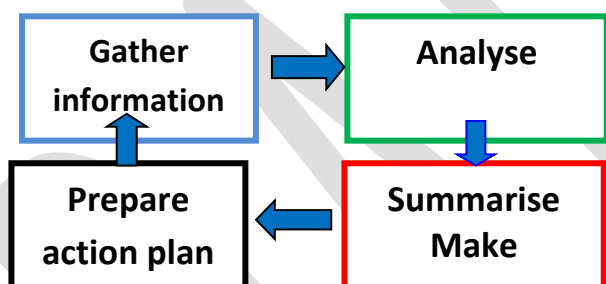
**Inspection field 5: Leadership and management**

- Has the Religious Education subject leader got the necessary skills and understanding to lead the subject effectively?
- Can staff access professional development in religious education?
- How do you allocate resources to support the teaching of religious education?
- How are parents informed of their right to withdraw pupils from RE? How many pupils are withdrawn from RE by their parents and does the school have good arrangements for their provision during RE lessons? Has this number

increased/decreased/remained the same over the last 5 years? From what groups do these pupils come? Do you have a conversation with parents about their decision?

- In what ways does your school's provision for RE help promote better community cohesion?
- How often do you monitor religious education? How do you share this information with other relevant staff?
- Do you consider the views of pupils in the self-evaluation report and action plans?
- Do you work with RE teachers from other schools? What is the impact of this?
- What is the 'best example of religious education' that you can share with your local SACRE or with other teachers?
- What improvement issues require attention next year?

### How can SACREs monitor standards?



### How can SACRE gather information?

- by asking schools to submit information and self evaluation;
- by commissioning an 'expert' to visit a sample of schools and provide a termly report;
- by visiting schools themselves;
- by asking pupils, staff, governors in a sample of schools to complete an on-line questionnaire;
- by studying external examination results and KS3 teacher assessments, (secondary schools only)

### What sources are available in your area?

- An evaluation of schools' self evaluation reports;
- An evaluation of schools' policies, schemes of work, development or improvement plans;
- Performance data: KS3 teacher assessments, GCSE, AS and A level results;
- Reports submitted by SACRE members following school visits;
- An evaluation of school questionnaires, on-line surveys (pupils, staff, governors) submitted by headteachers, coordinators or SACRE/WASACRE;
- Presentations by learners, teachers, co-ordinators, headteachers;
- Success in competitions or external accreditation schemes

### Numbers - quantities and proportions

nearly all = with very few exceptions  
 most = 90% or more  
 many = 70% or more  
 a majority = over 60%  
 around half = close to 50%  
 a minority = below 40%  
 few = below 20%

### Who contributes to the monitoring?

- Teachers and members of schools' SM Teams
- SACRE members
- Local Authority / GwE officers
- Teachers identified as lead practitioners
- pupils
- governors
- parents

#### Excellent

##### Very strong, sustained performance and practice

outstanding, very good, innovative, exceptional, superior, exemplary, superb, very high standard, high quality, perfect, extensive, highly creative, highly imaginative, well above expectations, highly effective, sector-leading

#### Adequate and needs improvement

##### Strengths outweigh weaknesses, but important aspects require improvement

satisfactory, appropriate, suitable, efficient, competent, relevant, sufficient, enough, valid, solid, sound, average, mediocre, limited

#### Good

##### Strong features, although minor aspects may require improvement

successful, strong, skilful, worthwhile, beneficial, valuable, positive, thorough, useful, powerful, comprehensive, purposeful, used well, consistently good

#### Unsatisfactory and needs urgent improvement

##### Important weaknesses outweigh strengths

insufficient, inefficient, none, no, inappropriate, ineffective, unsatisfactory, weak, poor, not fit for purpose, restricted

### Useful words and phrases

Xxx has led to...

As a result of xxx standards of xxx have increased xx% since xxx ....

Following the introduction of xxx, xxx has improved, as shown by...

xxx shows that standards of xxx have ...

The effect of xxx can be seen in xxx which shows that...

An improvement in xxxx can be seen in...

The influence of XXX can be seen in the improvement/progress.....

XXXXX shows that x% of the pupils can/have...

XXX shows that x% of the parents/staff/governors are/have ...

### What should be included?

- **The effect of an intervention** on (standards, welfare, attitudes, provision)
- **Trends over time**
- **Comparison with other schools (?)**
- **Judgement - using evaluative terms**
- **Quantify whenever possible**

### Inspection area 1: Standards in Religious Education

*How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental 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.
- For further guidance: refer to the [Locally Agreed Syllabus \(National Exemplar Framework\)](#), [Welsh Government Guidance: People, Questions and Beliefs \(2013\)](#), [Guidance and Exemplar Profiles for KS2 and KS3 \(2011\)](#), [14-19 \(2009\)](#), [SACRE Guidance](#), [WJEC Examiners' 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 fundamental 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 in 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 listen carefully to the presentations and show a strong understanding of the main points, and where appropriate, respond expressing their views sensibly. They take pride in the Welsh language and use it naturally and articulately when talking to each other.
- By Year 2, almost every pupil discusses their tasks with increasing confidence using extensive and correct vocabulary, e.g. when discussing how they can reduce plastic waste in the environment. Almost every pupil in Key Stage 2 communicates in an extremely mature way in both Welsh and English and express their ideas, views, and feelings confidently and effectively in extended sentences.

**Reading:**

- The reading skills of most pupils have developed extremely effectively. In the reception class, almost every pupil develops early reading skills and gains confidence as they enjoy enriching activities. By Year 2, pupils choose reading material independently and give reasons for their choice.
- They use a range of sensible strategies when they reading unfamiliar subjects to determine the meaning.

**Writing:**

- In the Foundation Phase, the writing skills of most pupils develop very strongly. In the reception class, pupils write a range of effective, simple sentences about themselves in a portrait. By Year 2, they write interesting pieces and are increasingly more accurate.
- In Key Stage 2, most pupils write thoughtfully using elaborate and imaginative vocabulary in both languages. They show a strong understanding of punctuation and correct spelling. They use paragraphs to present their work in an orderly way, with the most able using more varied and complex syntax fairly accurately. Often, they show originality when choosing words and phrases.

**Numeracy skills across the Curriculum**

- Numeracy across the curriculum is developing well with 'Matiau Mathemateg' work and cross-curricular Mathematics work developing very well in some specific areas such as Religious Education, History and Science.
- In the Foundation Phase, the pupils' numeracy skills are robust and are applied to a good standard across the curriculum. Most have a firm understanding of the value of space, shape, measurement, time and money. They increasingly interpret data more accurately and present it in different forms, such as graphs or tables. In Key Stage 2, most pupils develop a firm understanding of mathematics and achieve well. When they get an opportunity, most apply their numeracy skills appropriately in other areas across the curriculum.

**ICT**

- The pupils' ICT skills are good when using a range of resources such as a laptop and/or ipad. Pupils can use ICT effectively to enrich their work as well as to find and use information from the web. FP pupils use ICT effectively to record and present work as well as to achieve activities to enrich Literacy and Numeracy skills.
- By the end of the Foundation Phase, most develop a range of successful skills to present information, such as arranging data in the form of a graph to show the various types of leaves they have collected. They communicate with others by using e-mail software effectively and become increasing competent when using coding skills to create pictures. In Key Stage 2, most pupils apply their skills very successfully to create presentations on a range of themes, using an ipad and green screen effectively. By the time they reach the top of the school, most pupils can create a very effective website.

**Thinking Skills**

- Thinking skills are developed effectively across the school, and AforL is implemented in every classroom. Pupils take more responsibility for 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 a range of techniques. 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 6 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

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

## **Inspection area 2: Wellbeing and attitudes to learning about Religious Education?**

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

- Use: [pupils' work](#), [analysis of a religious education questionnaire](#), [minutes of the School focus group/Council](#)
- To assist you: [Supplementary guidance: listening to learners \(ESTYN, September 2017\)](#),

#### **Notes:**

- The behaviour and self-discipline standards of nearly all pupils in lessons, and around the school, are especially high. They are enthusiastic, extremely pleasant and courteous towards each other, staff and visitors and they show great pride in their school, community and in their Welshness. Pupils contribute extensively to creating a welcoming ethos, and act totally naturally.
- By the end of the Foundation Phase, pupils clearly understand the difference between good and bad and what is right or wrong. They are aware of the feelings of others and understand the concept of fair play. Key Stage 2 pupils are very careful of their peers and pay conscientious attention to their needs. They allow others to speak without interruption, recognising their contributions and they show their appreciation for their ideas in a very mature way.
- Nearly every pupil is confident to explain the aspects and importance of keeping healthy.
- Most of the older pupils are fully aware that their fitness levels have risen as a result of these activities and the weekly Physical Education sessions. The majority of pupils attend weekly sports/swimming/dance clubs/lessons.
- Many of the pupils are of the opinion that the Class Councils and the School Council is a strength and that the voice of nearly all the pupils is heard and appreciated.
- Many pupils are of the opinion that the School Council has improved throughout the school by improving play activity time, understanding the importance of drinking water and hand-washing. Most of the pupils are aware of the developments the Council have made and the benefits for all.
- Most pupils across the school have good knowledge of the rules for well-being and safety and what can influence and impact healthy living - e.g. smoking, drinking, drugs. They regularly refer to the contribution of the Police Education Officer dealing with matters such as web safety, (speaking with strangers) road safety when crossing the road and Healthy School activities. Nearly all pupils have a good knowledge about the



development of their bodies by following the Healthy School guidance to present aspects of relationships and sex education and the body's development in agreement with the Governing Body.

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

Continue to develop cross-curricular resources to correspond with the Religious Education Lessons.

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

**Inspection area 3: Teaching and learning experiences 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 assist you: [Locally Agreed Syllabus \(National Exemplar Framework\)](#); [Welsh Government Guidance: People, Questions and Beliefs \(2013\)](#), [Exemplar 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:**

- Planning for Religious Education is purposeful and responds to the requirements of the National Exemplar Framework. Long-term plans for Religious Education were redrawn in September 2018 in order to ensure progression in 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 well.
- 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 it is ensured that 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 Exemplar 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 Minister and Youth Officer of Capel Berea, and the pupils visit a local chapel to perform in the annual Thanksgiving Service.

**Improvement issues that require 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 teaching standards of Religious Education in our school are: **Good**

#### Inspection area 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 assist you: SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, October 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
- Most pupils have a good understanding of other religions because of the nature of the school's community. They visit a chapel, church, 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.
- 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 to move the school forward.
- Many pupils drink water regularly throughout the day and are aware of the importance of this.
- The school does give pupils, who do not eat school meals, a choice to bring a healthy food box with them to school. Consequently, the importance of a healthy food box is often discussed.
- The school provides enriching opportunities for pupils to learn about e-security. The school's e-security advice ensures that nearly all pupils have purposeful and useful information to stay safe on-line.
- The school's Sports Ambassadors promote fitness and physical health during break times.
- Participating in the Healthy School Scheme and cycling sessions for Yr6 has enabled the pupils to have a good understanding of the importance of keeping safe both physically and mentally.
- Most pupils across the school have good knowledge of the rules for well-being and safety and what can influence and impact healthy living - e.g. smoking, drinking, drugs.
- They regularly refer to the contribution of the Police Education Officer dealing with matters such as web safety, (speaking with strangers) road safety when crossing the road and Healthy School activities.

- Nearly all pupils have a good knowledge about the development of their bodies by following the Healthy School guidance to present aspects of relationships and sex education and the body's development in agreement with the Governing Body.
- The sex education and relationships policy is very effective.
- Nearly all the pupils and parents agree in the questionnaires that the pupils are happy and feel safe at school. 'Cyfeillion Caredig' are active during break time.
- Most pupils at the school are aware of their rights to be safe and nearly all of the pupils are aware of the importance of the 'Bocs Siarad', 'Rhywbeth i'w ddweud' envelope, Llyfr Llais y Plant to voice any concerns and state that the school responds effectively to these.
- Through a democratic process the school provides opportunities for all members of the school's various committees to contribute to decisions via the School Council/Language Charter, the ECO-green Group, Super Ambassadors, Sports Ambassadors and School Road Safety Officers and by taking responsibility for various activities.
- There are opportunities for Council members to give presentations to the Governing Body about their work and by so doing develop their confidence.
- The school deals with themes such as Fair Trade within the curriculum and during assemblies and this means that most pupils have a good understanding of what they and others do makes a difference at several levels be they local or at a broader scale.
- The school promotes positive attitudes towards equality and social diversity via different procedures, such as collections for different charities.
- The school takes part in all the Urdd activities and ensures that every member of the Urdd has an opportunity to perform to foster self-confidence. The performance element is a very strong aspect within the school.
- Through the activities of the Language Charter, classroom themes and the Welsh cultural ethos in the classroom the majority of pupils have a very good understanding of their culture, the local community and the wider world.
- Through sports activities, during school time and beyond school hours, every pupil has an opportunity to work in a team. ☑ Various after school Clubs take place.
- The school participates in a variety of extra-curricular activities and sports competitions that are open to every pupil e.g. cross-country running.
- The school has a good relationship with specialist services/agencies such as Educational Psychologists, Welfare Officers etc.
- There are opportunities for all pupils in Yr 5 to attend Glanllyn and for Yr 6 to go to Cardiff and the learning experiences are enriched significantly by off-site visits and by welcoming a large number of visitors to the school.
- Effective use is made of collective worship sessions and assemblies to develop the spiritual, ethical, social and cultural aspects of nearly every pupil. Visitors are regularly welcomed at these times in order to give attention to different aspects.
- Through the work of the Super Ambassadors the majority of pupils have an awareness and understanding of human rights e.g. Organising a visit from Sally Holland (Children's Commissioner for Wales) to the school.
- Pupils are given a daily opportunity to develop values and establish their spiritual and ethical beliefs.
- Through Drama lessons and Curriculum themes pupils use their imagination to create and perform presentations.

- A number of opportunities are given to pupils to perform publicly such as in Eisteddfodau, Services and Concerts.
- 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 pupils interact with each other, when they carry out classroom tasks and when they participate in extra-curricular activities.
- Through whole school assemblies and class assemblies, 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 values and the daily worship in the classroom reinforces the work.
- The school successfully keeps pupils 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 require 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 area 5: Leadership and management in Religious Education?**

***Has the Religious Education subject leader the necessary 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 meetings, 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.
- The school has purposeful resources such as reflective areas, 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 handbook. Information about the right to withdraw pupils from Religious Education is in the handbook.
- No pupils have chosen not to participate in collective worship.
- No pupils have been taken out of religious education lessons.
- The SMT scrutinises books termly and monitors the Religious Education provision, draws up reports and reports to the Governing Body.

**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**

Matters to be addressed	Actions	Who m?	By when?
		It is not necessary to share these details with SACRE but school records need to ensure that accountability is clear to staff and governors	
<ul style="list-style-type: none"> <li>Become familiar with the new curriculum and begin refining plans</li> </ul>	Follow the SDP measures		
<ul style="list-style-type: none"> <li>Continue to develop cross-curricular resources to correspond with the Religious Education Lessons.</li> </ul>	Follow the SDP measures		
<ul style="list-style-type: none"> <li>Continue to refine the planning in order to respond to the requirements of the New Curriculum</li> <li>Develop Creative Activities</li> </ul>	Follow the SDP measures		
<ul style="list-style-type: none"> <li>Continue to plan collective worship for the whole school</li> </ul>	Follow the SDP measures		
<ul style="list-style-type: none"> <li>Further develop the role of the pupils</li> <li>Continue to develop links with other schools, mainly church schools</li> </ul>	Follow the SDP measures		

**Summative evaluation that will contribute to the school's evaluation of 'Personal Development (4.2)'**

**Brief!** Approximately 50 words.

The school has an extremely caring and friendly ethos that promotes the importance of courtesy, respect and pupils' perseverance very effectively. The school's personal and social education programme contributes very successfully to ensuring that a rich culture of respect, equality and fairness exists, that especially promotes the school's values. The school develops social skills and the Report on Ysgol y Garnedd May 2019 states that the emotional support to pupils is extremely effective. A good example of this is the way it develops the mindset of perseverance and resilience in the pupils, and this is a strong feature across the school. Another exceptional feature is the care that pupils have for each other, this includes acting as 'cyfeillion caredig' to support pupils who feel lonely or low during break and lunchtimes.

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Headteacher - Llion Williams  
Signature of headteacher



Date: 19/9/19