



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

The effectiveness of the religious education is good

RE matters to the school because school leaders appreciate its unique contribution to the spiritual, social, moral and cultural development of pupils. This is evident in policy and practice. RE is a key subject in the school curriculum with due time allocated for teaching and learning. Long-term planning and lesson content are mostly based on the Telford and Wrekin agreed syllabus. RE is led by an enthusiastic and supportive specialist teacher who is eager to attend training and ensure that RE lessons are vibrant and relevant. Opportunities have been seized to teach RE creatively such as a whole school Narnia week based on the novels of C.S. Lewis. This was a memorable and valuable experience for pupils. A Year 6 pupil could speak at length about how 'good always overcomes bad'. RE is understood to be key in supporting the school's passion that all people are to be respected. Marking in books indicates that every child's opinion is valuable. Pupils often respond to the teachers' marking with their own personal comment. The school recognises the importance of teaching children about religions other than Christianity in order to develop tolerance and acceptance. It has supplemented regular lessons with a whole-school multi-cultural fortnight. It has been recognised that more visits to places of worship will make learning more real and memorable. RE is effective in supporting the spiritual development of pupils. Lessons demonstrate how teachers plan for pupils to apply their learning about religion to their own life experiences and provide space for spiritual reflection and growth. A lesson in a Reception class began with an awe and wonder moment for all the children as they watched video footage showing baby birds hatching, feeding, growing and flying – in a matter of days. The children had time to reflect by drawing what they considered to be the 'most amazing' moment. A Year 4 lesson about places for reflection prayer weaved in a review of places of worship for people of faith with time for pupils to consider what their own special place would be like. RE lessons reinforce an understanding of the school's values. RE has been subject to self-evaluation scrutiny by the senior leadership team and RE leader. RE books have been viewed in terms of their contribution to writing across the curriculum. However there has been no opportunity for formal monitoring of the quality of RE and standards across the school. Where RE is taught by the class teacher it is evident that pupils are confident enough to be vulnerable in terms of sharing personal stories, feelings and asking questions. An RE lesson with Year 1 about how a Muslim respects the Qur'an was powerfully brought to life by a child from Year 2. She had a wonderful relationship with the class teacher and was totally relaxed to share her faith and beliefs. The lay worker also teaches RE and brings her own personal interests and expertise to inspire pupils and enable them to reflect. Individual teachers are making informal assessments about attainment in RE. There is evidence of activities and support being tailored for pupils with special educational needs and the most able pupils are known and asked more challenging questions. However there is no formal recording or reporting of attainment or progress in RE in terms of knowledge, skills or understanding. Consequently, challenge for the most able is not always evident and the school's oldest pupils do not have a secure or embedded knowledge of some aspects of Christianity or the main aspects of beliefs that have been studied.

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