

Religious Education

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

- The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Faiths (2013), KS2 and KS3 Guidelines and Exemplar Profiles (2011), 14-19 (2009).

Standards in Religious Education – progress in learning

Good standards are achieved in religious education with KS2 pupils able to discuss the features of global religions. They also confidently discuss the features of RE in their village e.g. when describing the Chapel and Church and the interior fittings.

Standards of literacy, numeracy, ITC and thinking skills

Literacy standards in RE are good with pupils writing in an extended and diverse manner on various subjects. Numeracy standards are satisfactory due to the pupils difficulty to use figures that is appropriate for their age-group but also for RE. This is particularly true in KS2 junior classes and the infants as the numerical facts are not within their ability and range of number work. The pupils ITC skills are good with RE work and they have used an i-movie and the green screen confidently when presenting information about the Church or Jewish festivals.

Matters to focus on

Ensure that the infants class pupils can investigate and recall information about other religions, other than Christianity. Try, where reasonable, to boost pupils confidence when dealing with numeracy work in RE.

Excellent		Good	Good	Adequate		Unsatisfactory	
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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; Welsh Government Guidance: People, Questions and Beliefs (2013), Exemplar Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

Teaching in religious education: planning and range of strategies

The planning for RE is good at KS2 and is adequate at the FP. KS2 teachers have integrated themes into a two year cycle and that is done through a “demanding” theme in terms of RE in a term and followed by “lighter” themes. This leads to good focus on RE for a good part of a term leading to pupils having an enhanced understanding.

Skills Provision: literacy, numeracy, ITC and thinking

The skills provision is incorporated into the planning and consequently, very effective use is made of literacy and ITC to enable the pupils to present their ideas to the classroom wider audience. They also enjoy writing or using apps to present the required information.

Matters for attention

Plan a purposeful theme with an emphasis on global religions at the FP. It is intended to do so through following books in the series “Tybed Pwy?” (Peniarth).

Excellent		Good	Good	Excellent		Unsatisfactory	
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Collective Worship

Key Question 2: How good is provision for collective worship?

Does collective worship meet statutory requirements?

Yes

No

References: ESTYN Inspection Framework Section 2.3.1, ‘Supplementary guidance on reviewing Collective Worship at non-denominational schools’ (ESTYN, September 2010), ‘Religious Education and Collective Worship’ (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales SACRES Association, June 2012).

Good features of quality of Collective Worship

Collective worship at Ysgol Bro Hedd Wyn provides pupils with an opportunity to perform in morality tales. This has stemmed from a questionnaire presented to pupils when it was noted that they wished to have a more active role in the service. Through receiving an opportunity for impromptu acting, they gain more enjoyment from the whole school service. In the classroom, collective worship has led to pupils having an opportunity to reflect on the day's activities, giving thanks as required. It was also observed that pupils think about those less fortunate than themselves during these periods of reflection. Contemporary issues receive useful focus e.g. Good will message, Christian Aid Week, Children In Need, during the periods and this often leads to fund-raising activities to help others.

Matters to focus upon regarding quality of Collective Worship

Continue to discover stories that appeal to pupils of all ages. Also staff to discover video clips that would lead to more variety when presenting stories collectively to the whole school.

Excellent		Good	Good	Adequate		Unsatisfactory	
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Signature: Heulwen Hydref Jones (Headteacher)

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