

Self-Evaluation summary of Religious Education at Ysgol Dyffryn Nantlle

(See subject guidelines in CYNNAL's Self-Evaluation File 2005)

Question 1: How well do learners achieve?		
<ul style="list-style-type: none"> Self-evaluation is based on lesson observations, evaluation of pupils' work, interviews with pupils and analysis of teacher assessments and/or exam results. Reference should be made to KS3, KS4 (Religious Studies and Religious Education), KS5 (Religious Studies and Religious Education). 		
Concise judgement on the main strengths of learners' achievement		Grade: 2
<p>1. Pupils' success in:</p> <p>a. Results of external tests/ exams</p> <p>b. The subject standards witnessed in lessons and/or in pupils' work</p> <p>c. Standards in the key skills</p> <ul style="list-style-type: none"> Communication (speaking, listening, reading and writing) Numeracy ICT 	<p>The Department's examination results compare favourably with the school's other non-core subjects.</p> <p>KS3: During the last three years, there has been an increase in the percentage of pupils attaining level 5+ in the subject, comparing favourably with the other Humanities, e.g. in 2008</p> <ul style="list-style-type: none"> Percentage 5+ (80) higher than the other Humanities - Geography (77); History (74). Percentage 5+ girls higher (87.3) than the boys (71.1). Average score (5.30) higher than the County score (5.15) and Cynnal score (5.09) <p>KS4: The average score in the subject was higher than the average in 2008: (4.82) which is slightly higher than Geography (4.80) and exceeds the History score (3.78). The girls' score (4.91) is slightly higher than the boys (4.67). The percentage gaining grades A*-C is consistently good with 79% succeeding in 2009. This justifies teaching the course in two parts (a short course and further short course) reducing the burden of exams in Y. 11.</p> <p>KS5: In 2008, 75% gained grades A-C ADVANCED (1xB; 2xC) and AS 1xD. Because of illness, an estimated grade 'E' was awarded to the only pupil who took A level this year: In Y. 12, 50% managed to gain grades A-C (1xA; 1xB; 2xC).</p> <p>A positive response was received from the SMT on the subject standards according to the reports made on the lessons observed during the year. The pupils display a good understanding of the subjects under consideration and this is reflected in their achievement. They use a wide range of techniques to complete diverse and challenging tasks.</p> <p>A positive response was received from the SMT as a result of its monitoring of pupils' work books during the year.</p> <p>Purposeful opportunities are provided for the pupils to develop their key skills in lessons in the three Key Stages. It is generally made clear in lessons which specific key skills will receive attention (usually Communication, but creating a life graph meets the requirements of Numeracy; ICT always gets attention in homework tasks and sessions in the computer room).</p>	<p>Self-evaluation report Results</p> <p>School Results</p> <p>Lesson monitoring reports (SMT and Departmental)</p> <p>Monitoring children's work</p> <p>Schemes of Work</p> <p>Children's work books</p>
What aspects will be addressed by the department in the next two years?		
<ul style="list-style-type: none"> Offer more opportunities in the lessons to practise and develop skills as seen in the <i>Exemplar Framework for Religious Education for 3 to 19-year-olds in Wales</i>. Target boys of moderate ability in KS3 so that they attain level 5+ by the end of Y. 9. More consultation with pupils to create interesting and stimulating tasks. Continue to develop on the principles of 'Assessment for Learning' and 'Learning to Learn'. Continue to monitor and target underachievement in order to raise standards. Form and benefit more from links with the local community. Invite more individuals from humanitarian agencies to talk and work with pupils. Continue to create more resources to link to the Curriculum Cymreig. 		

Spiritual, moral, social and cultural development.

Question 2: How well do learning experiences meet the needs and interests of learners and the wider community?

- Self-evaluation is based on lesson observations, evaluation of pupils' work, interviews with pupils, and an evaluation of joint-worship periods and PSE lessons.
- Reference should be made here to pupils' spiritual, moral, social and cultural development.

Concise judgement on the quality of the provision

Grade: 2

- (i) The Department embraced the multisensory method of teaching Religious Education six years ago, with the emphasis on providing pupils with experiences that promote spiritual, personal, moral, social and cultural developments.
- (ii) The department leader has organized trips to the places of worship of various religions (e.g. the cathedrals in Liverpool, the Buddhist Centre in Manchester and synagogue/Jewish museum in Manchester). In 2006, a visit was arranged to Auschwitz concentration camp and Jewish quarter of the city of Krakow. It is intended to organize a similar trip there in 2010).
- (iii) The department leader organized and co-ordinated a Holocaust memorial day in January 2009; we also participate in whole-school arrangements such as the Fair Trade day and the annual 'O Gôt i Gôt' race, for example.
- (iv) The department provides topics on the subject for the annual school eisteddfod.
- (v) Work is carried out on stewardship, humanity's responsibility for the environment; human rights and animal rights; and the Holocaust, in KS3 and KS4.
- (v) The Philosophy of Religion is studied in KS5 which encourages the tackling of life's important questions.
- (vi) Pupils are given an opportunity to work independently, in pairs and in groups in order to promote social skills, 'working with others', and accepting responsibility for their learning.
- (vi) The Curriculum Cymreig resources file is used to enable pupils to take ownership of their cultural heritage.

What aspects will the school address over the coming year?

Evaluation completion date:

18 September 2009

Signed:

(Head)