

School Name: YSGOL ARDUDWY

**Religious Education**

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

- The self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.

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

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

Following a period when a deterioration occurred in standards in RE at the school due to matters of competence and the long-term absence of the Head of Department at the time, standards have improved over the past two years at KS3.

In 2012, pupil numbers achieving Level 5+ stood at 87.7%, 6+ 42.0%; 7+ 3.5%. In 2013, Level 5+ results stood at 93.7%; 6+ 43.7%; 7+ 14.5%. This represents good progress.

Due to the previous staffing problems, for several years nobody had selected Religious Studies at KS4. Every KS4 pupil studies Statutory RE and this is accredited as part of the Welsh Baccalaureate that gives status to the course taught.

**Matters for attention**

Increase number of boys achieving levels 7+ in the subject.

<b>Excellent</b>		<b>Good</b>	√	<b>Adequate</b>		<b>Unsatisfactory</b>	
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**Key Question 2: How good is the provision in Religious Education?**

- Self-evaluation should consider the following indicators: the time that is allocated to the subject, subject-based information, teachers specialization and professional development, suitability of the programme of study and range of teaching resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to reach an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the provision 'People, Faiths and Questions for Foundation Phase pupils as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

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

**Teaching: planning and range of strategies**

As part of a special project to reduce the number of teachers who teach Year 7 pupils following transferral from the primary sector, it was decided to combine Welsh, RE and ITC in one learning block with the same teacher teaching all lessons at KS3. Guidance and training was provided by Bethan James and Leusa Jones from Cynnal to establish the pattern and create appropriate work plans that accompany SACRE agreed Syllabus. The arrangement has been a huge success and this is reflected in the improved results. The Head of the Welsh Department also acts as Head of RE and has developed well in her new role following specialized training. The three teachers who teach under the new arrangements have also received appropriate training and are confident in teaching RE. A block of five 50 minute lessons are allocated for Welsh/RE/ITC and the equivalent of one lesson is allocated to RE during the year. This implies that periods of RE can be held instead of a single weekly non-contact lesson that provides broader opportunities to study specific issues in greater depth.

Diverse and challenging learning and teaching strategies are implemented and lesson observations have been at least Good+ as regards learning and teaching throughout the year.

Ysgol Ardudwy collaborates with Ysgol Eifionydd on several KS4 subjects utilizing both schools strengths. It was decided that Ysgol Eifionydd will provide GCSE Religious Studies at KS4 for both schools from now on. A pupil from Ysgol Ardudwy will sit GCSE in 2014.

**Matters for attention**

Apply the National Literacy and Numeracy Framework that will be implemented on 1 September 2013 to the Schemes of Work

<b>Excellent</b>		<b>Good</b>	√	<b>Adequate</b>		<b>Unsatisfactory</b>	
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**Collective Worship**

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

<b>Does collective worship comply with statutory requirements?</b>	<b>Yes</b> √	<b>No</b>
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**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)

**Good features as regards quality of Collective Worship**

- Pupils who lead every morning assembly services at the school and the pupils jointly organize and prepare the services with the Class Tutor and every registered class contribute in turn.
- There is an effort to ensure that every service has a timely and relevant message and theme.
- Special services are held to mark occasions such as Thanksgiving, Christmas, Easter.
- Visual and audio-visual IT is used in the services held in the Hall, e.g. powerpoint, photostory, U Tube clips etc.
- Pupils also contribute to collective worship in the registered class including writing prayers.

**Matters to focus upon as regards quality of Collective Worship**

- Continue to develop services at the Hall to include more musical contributions
- Increase number of those invited to lead the service as well as the Gideons.
- Monitor effectiveness of collective worship during registration periods.

<b>Excellent</b>		<b>Good</b>		<b>Adequate</b>	√	<b>Unsatisfactory</b>	
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Signed: Tudur Williams

Date: 2 July 2013