

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 held with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results.

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

Standards in Religious Education – progress in learning

KS3

- percentage of L5 in the department is 89.6% in 2012 - an improvement of 9.3% since 2011, have made a gradual improvement over the past few years.
- percentage of L6+ is 59.7% in 2012, the highest subject at the school and has more than doubled since last year; this due to extending pupils earlier.
- KS3 assessments for 2012 places the school 2.4% above the LEA, has been 1.4% lower last year and 4.7% higher in 2010
- the gap between B/G performance at L5+ (93.1%/86.5%) has closed since last year but the gap (51.4%/69.0%) remains with regard to L6+ in 2012.
- A gap between B/G is not envisaged at the end of KS3 in 2013, but there is a need to target half a dozen boys in y8 to try and ensure that the gap has been closed with regard to L6+ in 2014.

Judgement on KS3 performance - GOOD

KS4

- no GCSE results in 2012, a small year of 42 pupils.
- excellent results in 2011, A*-C at 94.7%
- three pupils in current year 11 achieved lower grades than C (two by 1 mark and the other by 6 marks) and are targeted to improve this year. 75% achieved C in year 10 and the target for this year is that 92% achieve grades A* to C.
- **Trends over time** - have outperformed the County in percentage achieving grade C+ in 2009 and 2011. The subject score has exceeded the County, 47.58 in 2011 compared to 43.25 for the County.
- **The majority of the pupils have done better in Religious Education than their other subjects by a grade and a half. That is excellent.**

Judgement on performance at KS4 - EXCELLENT

KS5

- Year 12 results in the Judaism module in January are good

- Results achieved by several pupils in the Buddhism module in Summer 2012 were disappointing, but results were much better following re-sits in January 2013.

Judgement on KS5 performance - GOOD

Matters for attention

- Increase numbers of A*/A grades in GCSE results in the subject.
- Continue to focus on the gap between boys and girls so as to improve the literacy of boys that will bridge this gap.

| | | | | | | |
|-----------|---|------|--|----------|--|----------------|
| Excellent | X | Good | | Adequate | | Unsatisfactory |
|-----------|---|------|--|----------|--|----------------|

Key Question 2: How good is provision in Religious Education?

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

The Teaching: planning and range of strategies

- The PA is a subject specialist who is aware of Curriculum requirements as outlined in the *Exemplar Framework for RE in Wales*, and WJECT specifications for GCSE and A Level. She has also benefited from Cynnal INSET and is aware of the latest developments such as thinking development, literacy and assessment for learning.
- Evidence of lesson observation from the Senior Management Team indicates that standard of teaching in the subject is excellent. That was confirmed by Estyn during November 2012.
- The Head of Department is a member of Professional Learning Communities (school and county) with responsibility for selecting fields for development in the subject, namely literacy and bridging the gap between boys and girls.
- The detailed schemes of work contain clear and attainable learning aims and objectives, and the essential skills as well as the RE skills are mentioned. The tasks are pupil-centred that ensures that they can own their learning and take pride in that.
- It is ensured that every lesson starts with an engaging stimulus that immediately focusses pupils on their work. There is an appropriate ending to conclude lessons, to enable the pupils to reflect on the lesson and on the learning strategies.
- Evidence contained in the work books shows regular use of assessment for learning strategies and

thinking development that makes the pupils confident and independent learners.

- Self-assessment and peer assessment through metocognition methods has become an important practice for the pupils and provides a means to improve their performance and promote reflection on the learning process.
- The section provides models for ALN pupils to assist them to achieve the expected standard and make progress. Vocabulary and terms are provided, writing frames, differentiated sheets and working in mixed ability groups.

Matters for attention

- Extend pupils through increasing number of higher levels at the end of KS3, focussing on 'Able and Gifted' pupils.
- Look for opportunities to develop Numeracy Skill within the subject.

| | | | | | | | |
|-----------|---|------|--|----------|--|----------------|--|
| Excellent | X | Good | | Adequate | | Unsatisfactory | |
|-----------|---|------|--|----------|--|----------------|--|

Collective Worship

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

| | | |
|--|------------|-----------|
| Does collective worship comply with the statutory requirements? | Yes | No |
|--|------------|-----------|

References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

- Collective Worship at the school complies with statutory requirements.
- Quality of Collective Worship is very good, focusses on current affairs and provides an opportunity to reinforce important moral messages. The services focus on other cultures and religions as well as Christianity.
- The provision for spiritual development is good. The pupils have an opportunity to reflect on their personal lives and those of others, and ask fundamental questions about life in the RE, Humanities and Language lessons, at the morning services, through visits to various houses of worship, and through supporting various charities.
- There is good provision for moral development. The school succeeds well in promoting values such as honesty, fairness and respect, and discriminating between right and wrong.

Matters for attention as regards quality of Collective Worship

| | | | | | | | |
|-----------|--|------|---|----------|--|----------------|--|
| Excellent | | Good | X | Adequate | | Unsatisfactory | |
|-----------|--|------|---|----------|--|----------------|--|

Signed: Alun Llwyd (Headteacher)

Date: 1 July 2013