5.1 Quality and effectiveness of leaders and managers

Aspect	Evaluation
Strategic leadership and direction	The department's aims and objectives are noted clearly in the department's handbook and each member of staff are aware of the current main priorities. This, in turn, has had a positive impact on raising standards that are now very good. Identifying priorities for the DDP includes all of the department's staff and sets a clear direction for development.
Job descriptions	Each member of the department's staff has an up-to-date job description which details what is expected, especially in relation to individuals' contribution towards developing the potential of every child. This means that each member of the department's staff undertakes their role in an appropriate manner. The quality of the job descriptions are very good.
Work plans for the full range of ages and ability	The work programmes have been adapted over the 2017 summer holidays and they provide for the age range, ability and the range of needs. Everything has been differentiated for the different ability range also. This year, only the Head of Department teaches within the department, apart from RW with one class, which trials teaching the humanities through the staff of the language department. The Head of Department has provided her with work plans and there have been discussions about the way forward, but this would need to be looked at again following the trial period in order to see how successful this has been in terms of teaching the Religious Education subject effectively.
Guidance documentation and departmental procedures	The department's work plans and departmental guidance documentation gives clear guidance for every member of staff within the department, e.g. lesson plans, guidance on literacy, numeracy, reading and ICT. The quality of the departmental handbook is good with detailed and relevant policies. There are effective departmental policies. These were adapted this year and they are implemented regularly. The department implements whole-school guidelines within the department.
National priorities.	The department responds appropriately to national requirements such as literacy, numeracy, thinking skills and the anti-poverty programme. • Literacy: Clear and robust guidance was given to the department in order to focus on improving writing skills. Pupils' work shows evidence of improvement in the quality of extended written work produced within the subject by learners. The department has worked very closely with the literacy coordinator in order to identify additional opportunities in order to promote the national Literacy framework within the work plans, where the framework is referred to regularly for each task. The department has also created a SC for tasks that specifically refer to the literacy framework. • Numeracy: The department has identified aspects of numeracy that the department is responsible for developing by meeting the Numeracy coordinator and has consequently identified opportunities within the subject to develop the pupils' numeracy skills within Religious Education, e.g. Tasks on the major faiths of the world and the creation cycle. Numeracy SC for the creation cycle task.

	• Thinking skills: Clear and robust guidance was given to the department's staff to focus on improving the pupils' thinking skills, and pupils' skills are now very good in this field. See evidence of this in the pupils' books, lesson observation reports and in the department's work plans. • Anti-poverty agenda: The department is fully aware of the need to provide firm support for pupils from deprived homes and contributes strongly within the school's clear priority to ensure prominent support. The department knows the CADD pupils and monitors them closely in order to ensure that they reach their targets, and intervene as needed, e.t. by holding additional review sessions or by providing additional after-school support to help these pupils with their work.
Communication and collaboration. Department meetings and contact with the SMT	There is a clear structure and agenda for faculty meetings. Meetings are held regularly and each member of the department and the SMT receives a copy of the departmental minutes every week. Peripheral members of the department attend according to the SMT's timetable. Weekly meetings are held in order to transfer work, monitor, etc. There is effective contact between the Head of Department and the SMT contact who meet regularly in order to collaborate to ensure that the department is run in accordance with the school's guidance. This collaboration has been helpful for the department to develop successful provision for assessment for learning. The department's contact with the SMT contact is very good as the Head of the Humanities Faculty is the same person. The system provides a higher level of challenge and accountability. The Head of Department has very high expectations in terms of the staff who teach the subject, pupils and myself, and this is reflected in lesson observation reports and book monitoring reports. The department has been sharing good practice with the Geography department by collaborating on lesson observations with the Head of Geography Department. Regular meetings are held where successes are discussed and targets are noted in order to move forward. Departmental meetings are held weekly within the department and occasionally formally with peripheral members - but they are regularly informal. Departmental minutes are provided which reiterates this.
Promoting the Welsh Language.	The department follows the school's marking policy in order to improve the learners' literacy skills, e.g. copies of the language correction rules in the front of every book. Each pupil also has a sheet to respond to the department's marking work in their books where they are expected to correct spelling mistakes. Each extended task has a SC which has a specific language focus consistent with the literacy framework. The department has posters with language rules up in the room in order to remind the learners of language rules. Also, the teacher is aware of the need to be a good language model for the learners. The department also has topical terms clearly on the wall in addition to bilingual terms at the beginning of each unit of work.
CB contact	The department has acquired a member of the Governance Body to be a contact this year: Mrs Eurliw Jones.
Maintain high standards and sustainable provision	Pupil progress is monitored effectively. The department's arrangements for monitoring teaching and learning standards have led to effective action to intervene and raise standards on a high and intensive level. The department has an effective tracking system for monitoring the attainment of KS4 pupils.

	Summary of Views Question 5 Leadership and management
	Religious Education Department

The department regularly evaluate the provision's strengths and weaknesses, e.g. following analysing KS4 results, the department focuses on improving weak departments of this year in order to ensure improvement in this department next year.
<mark>How well do you act in accordance with the principle of sustainable development and how well do you make decisions and set priorities for improvement which balances direct, short-term needs with the long-term needs of the pupils, the local community and Wales. Is there confidence for the future?</mark> <mark>The department regularly reflects on successes and weaknesses in order to set priorities for improvement, e.g. after specific tasks, analysing exam results. By doing so, the department can move forward confidently and in order to ensure success in future.</mark>

Evidence	
• Department handbook • Job description. • KS3 work plans. • KS4 work plans. • Learners' books.	• DDP. • Department + SMT contact minutes • Minutes of department meetings. • First language programme data (Welsh Department only). • Performance Management Record.

5.2 Self-evaluation and improvement plan processes

Aspect	Evaluation
The quality of the self-evaluation document:	The department's self-evaluation document is of good quality. Every member contributes to the evaluation and this had led to better ownership of lesson observation practices and a sample of learners' work. The document considers the learners' detailed view on the departmental provision. All evaluation summaries include a specific summary of main strengths and aspects that need to be developed and this is helpful to identify the specific priorities of the DDP.
Evaluation process	The department's departmental evaluation is of a good standard. The department gathers and analyses evidence directly from the department's standards and information about the learners' performance in examinations, etc. The evaluation evidence has been amended to reflect Estyn's method.
<mark>**Quality and basis of self-evaluation evidence and collation processes**</mark>	The quality of evidence used as a basis to the self-evaluation document is up-to-date, detailed and specific. Evidence is currently making good use of lesson observations by various people and monitoring pupils' books, and this is a basis for identifying further aspects to be developed within the department. Effective use is made of KS3 and KS4 data, including: core data, internal data, FFT data, WED data, WJEC walled garden data and added value data, in order to identify the department's strengths and in order to determine fields for improvement. Effective use is also made of:

	- Analysis of behaviour. - Focus report of the SMT. - Analysis of targets. The Head of Department has received training from the SMT and external advisors for lesson observations, and this has refined and sharpened the ability of the Head of Department to evaluate the standards of the subject. Structures for sharing good practice has led to obvious improvements in the quality of the learning and teaching within the subject, and specifically in the context of literacy after the Head of Department had a series of meetings with the literacy coordinator in order to share good practice on how to develop this further within the department. The department monitors on a regular basis and completes regular lesson observations and book monitoring. The department acts on any suggestions made following book monitoring. The Head of Department will then revisit in order to ensure that everyone in the department had responded to these observations and that this is visible in the books. The department uses the learner's voice as a basis to identify a department. Learners will have the opportunity to express their opinion on: - Their most effective learning/teaching methods. - Their strengths and the most challenging aspects for them. - The method of implementing work programmes. These methods are used to gather information, namely: discussions, a system of oral feedback at the end of an unit and assessment for learning procedures.
Planning improvement	
The process of identifying development priorities	The department uses an analysis of performance data, trends over a period of time, lesson observations, book observations, specific focus on monitoring work, and learners' questionnaires for identifying development priorities. Detailed attention is given to the quality of teaching and learning and to the standard of pupils' attainment. The process includes every member of staff within the department. Every member of staff knows and understands the department's performance. This basis of information is transparent and very good. Priorities for improvement are identified effectively when using the above information basis and every member of staff within the department will contribute clearly in order to identify direction. These priorities are based on findings in the departmental self-evaluation. This procedure therefore is clear and inclusive and of a good standard. The priorities include becoming familiar with the requirements of the new GCSE course and adapt year 7 lesson plans in order to combine the classes with year 8 in September, differentiating the new task resources for each ability range, adapt KS3 evaluation tasks to coincide with the new method of evaluation in the new GCSE course. The department identifies development priorities based on the school's priorities. The department then determines departmental priorities in addition to these.
The standard of the improvement plan?	What is the standard of the DDP? The standard of the DDP is detailed and up-to-date. The Head of Department defines relevant and measurable actions for improvement, noting specifically what is expected and by specific dates. The Head of Department will also ensure that the plans include specific and realistic timetables and will allocate an appropriate responsibility for their completion to staff members. The

	DDP includes Targets, actions, process success indicators, results success indicators, evidence, action responsibilities, completion dates, resources.
	The DDP notes training needs in order to be able to achieve any plans to improve a specific aspect within the department also.
DDP Monitoring	The DDP is detailed and specific and is of a good standard, and notes: Initial evaluation, specific targets, actions, success indicators, progress review, specific time period, necessary resources, responsibility for action.
	The main priorities are based on the whole-school priorities which, in turn, are based on national priorities. The plan also includes departmental priorities. The DDP is reviewed during the year in order to consider key messages following an analysis of the KS3 and KS4 results and this is noted in the DDP. This is good practice.
	The Head of Department monitors the progress of the implementation of the development plan thoroughly and ensures that the targets are achieved. These targets are also challenged and monitored in the SMT contact meetings.
Developmental resources.	The DDP clearly notes the required resources and the staff's development needs and preparation time. Every development is carefully costed in terms of staff training and resources and this is noted in detail in the DDP. Identifying training needs carefully has led to ensuring effective training in some fields such as assessment for learning and literacy, WJEC courses which, in turn, has led to improving standards. This, in turn, is reflected in the pupils' books during the book monitoring and in the lesson observations and learners' attainment.
The quality of the Head of Department's procedure to address under-performance matters and act in order to improve.	Lesson observations and literacy monitoring provides strong evidence that the teaching quality of literacy, reading, questioning, assessment for learning and thinking skills is good within the department. The high numbers who have chosen to study the course in KS4 also testifies this.
	The evaluation has led to improving the quality of literacy and numeracy provision within the department and the department is confident that the results of higher KS3 levels increase as a result.
	An annual evaluation of action against the Departmental Development Plan's priorities is completed.
	The department annually looks at strengths and weaknesses within the department, e.g. weak areas in an examination paper, and then prioritises improving results in this specific field within the paper for the next year.
	The department has ensured that the ESTYN prioritisation recommendations have been implemented as the department has separated learning resources in KS3 and has improved the way the department questions within the lessons. There is evidence of this in the department's lesson observations and book monitoring reports
	This year, year 11's weakest area in the examination paper has strengthened according to an analysis of the KS4 results. The department's lesson observation reports have referred to the effectiveness of questioning and differentiating within the department.
	To what degree does the Head of Department address staff under-performance matters thoroughly and directly, where required? How effective do you prevent problems from occurring in the first instance and how quickly do you start any reconciliation steps?
	The Head of Department provides staff within the department with the department's work plans, in addition to every lesson resource for the lessons. If

	there are cases of underachievement, the Head of Department provides these teachers with lesson plans step by step so that it would be possible to ensure consistency and standards within the department and in order to avoid matters of under-performance. The Head of Department also visits lessons and monitors books at random when there is a concern.
Progress since the last inspection.	The department has responded in full to the recommendations noted for the improvement in the report of the previous inspection in relation to sharing good practice in staff training sessions, and with new members of staff in the department. The department has also shared good practice with the Religious Education department in a nearby school when it was changed to follow the same WJEC course that we were already following. In addition, the Head of Department has successfully shared good practice by being a mentor for a staff member in the school. Every member of the department is on the school's improvement committee and is therefore able to share good practice with other members of staff in these sessions. The department has responded to the recommendation of ensuring that the pupils are aware of their targets in the subject by giving the pupils an opportunity to give input into the process of setting targets. Mentors will discuss the pupils' individual targets in each subject during the tutors' evening. In addition, the targets of each pupil in every subject have been record in their contact books, where the mentors monitor the pupils' progress in a series of specific interviews in order to ensure that each pupil makes progress and reaches his/her target. The department has also had an opportunity to share good practice in terms of using ICT within the lessons in sessions with other members of staff, e.g. Wordwall. The department has also differentiated the work plans in detail, including differential learning resources for the peak ability range and the ALN learners.

Evidence	
Self-evaluation document Evaluation process record Lesson observations Book observations Learners' questionnaire. SMT contact report. DDP.	DDP monitoring/review reports. DDP resources PM record. Data analysis. Moderator reports. Post-inspection review.

5.3 Professional learning

Aspect	Evaluation
Professional learning reference. **Quality of professional learning plans.**	The need for professional learning has been based on the department's evaluation and the needs arising from this, in addition to any professional learning needs arising following the priorities of the SDP. This means that the professional learning reference is pro-actively planned.
Professional learning ethos.	The Head of Department has created a strong culture and ethos to support professional learning of each staff member within the department, including the arrangements for assisting all members of staff to actively commit to increasing their knowledge, understanding and professional abilities unless they are an expert in the field.

	Summary of Views Question 5
	Leadership and management
	Religious Education Department

Performance management, reflection and contact with SDP priorities.	Performance Management arrangements are fully implemented and each member of the department's staff will have access to appropriate opportunities for training. The PM objectives are based on DDP and SDP priorities. The PM priorities of the department's staff are based firmly on clear contact between the DDP and the Performance Management procedures. In turn, this has ensured more emphasis on implementing all DDP requirements and it has led to improving the quality of literacy provision and assessing for the department's learning. The Head of Department provides all resources for other members' lessons, including lesson plans, worksheets etc., so that the staff can improve their practice within the department. This also ensures consistency between the lessons, etc.
The quality of leading professional learning and evaluation.	What is the quality of professional learning within the department? Do staff take an effective part in professional learning experiences, evaluation and performance management?
Share good practice as an effective method to raise standards **(within and beyond the school)**	The Head of Department shares resources/lesson plans that have been observed by a member of the SMT or JH. This ensures that what is shared is of excellent/good quality. The Head of Department has had an opportunity to share good practice as an effective method to raise standards by making presentations for other members of staff, e.g. metacognition and Wordwall. There have also been opportunities to observe the lessons of colleagues in order to share good practice. The SMT has provided a SC to ensure what makes excellent lessons, etc. in order to ensure that the staff does not share average quality. When using Iris Connect, one member of the SMT also observes the lesson and has input in order to ensure consistency in terms of good practice. The Humanities Faculty collaborates closely in order to share good ideas. The Head of Department is part of the Gwynedd and Anglesey Hub that collaborates in order to create resources for the new GCSE specification. SR has shared GCSE resources with the Religious Education Department at YDO.
Agreed expectations.	The department's staff have ownership on the 18 agreed guidelines below, and they have the skills to present them effectively within the lessons. Evidence of this can also be seen within lesson observation reports and book monitoring reports. Assessment, assessment for learning, thinking skills, literacy, numeracy, digital curriculum, teaching boys, questioning different levels of understanding, questioning linguistic understanding, deep thought, differentiating, teaching pupils at the top of the abilities range, teaching pupils at the bottom of the abilities range, making effective use of assistants, promoting pupils' confidence in the Welsh language, bilingual teaching, teaching pupils with different levels of ability in Welsh within the same groups, ensuring progress in the core teaching skills.
Professional learning impact.	The Head of Department ensures that the latest development within the subject or within the learning is embedded into the department's work plans, e.g. new GCSE specifications. In addition, the Head of Department is endeavouring to use the latest learning software that would enrich the learning and follow training, e.g. Wordwall, Spark Video, etc.

Evidence	
Departmental evaluation. DDP. Training programme. Good practice record and collaboration record. Staff questionnaire.	Performance management procedure. Book scrutiny reports. Lesson observation reports. Pupils' forum. Pupils' questionnaire.

5.4 Using resources

Aspect	Evaluation
Effective use of resources and learning environment	The department makes very effective use of the resources, e.g. artefacts etc. The department's teaching resources are good but there would be a need to invest more in order to introduce the digital curriculum effectively, e.g. VR. The learning environment supports the learning as it reinforces some elements of the work/attracting interest, etc.
Leaders' understanding of the cost of resources.	The cost of WJEC GCSE courses are very costly - approximately £200. However, considering that the new GCSE course is completely different to the old specification, the department believes that this expenditure is essential in order for the Head of Department to understand the content of the course and question response techniques within the paper, especially the 15 mark evaluation questions.
Staffing the curriculum.	The Head of Department has a 2:1 degree in Religious Education and Theology in addition to a secondary PGCE qualification from the University of Wales, Bangor. The Head of Department has been teaching the subject since 2002. This year, the department has an appropriate level of staff in order to present the subject effectively - with only one member of staff without expertise presenting it to Year 7/8 Mignaint. Very good use is made of classroom assistants to support the learning and the performance of ALN pupils is very firm and strong over the rolling period. The department makes very effective use of an assistant who has expertise in the subject in order to support CADD pupils or pupils who have been identified as underachieving.
Use of resources to improve pupils' physical and mental well-being.	The department is acting effectively in order to support pupils by giving varied and extensive opportunities for then to be able to discuss current issues in addition to voicing an opinion on different matters.
Use of resources to support vulnerable pupils.	The department is acting effectively to support vulnerable pupils through the level of support it gives them, e.g. consideration when setting homework, support when revising, borrowing resources, etc.
Evidence	
The department's resources. The department is collaborating with partners. DDP and the DDP review process.	The department's staffing resources. Specific plans report and evaluation report on specific plans.

Aspect	Strengths	Matters for further action
5.1 Quality and effectiveness of leaders and managers	• The quality of the departmental guidance is firm. • The department's Monitoring System	Train the assistant in the developments that are in the new GCSE course.

	Summary of Views Question 5 Leadership and management	
	Religious Education Department	
	• The department's response to national prioritisation.	
5.2 Self-evaluation and improvement plan processes	• Quality of identifying priorities and development processes. • The department's self-evaluation document is of good quality.	• Develop a system for providing more formal opportunities for the voice of the learner, e.g. questionnaire
5.3 Professional learning	• Departmental development plan Identifying priorities	• Ensure that every pupil is aware of his/her personal target in the subject and what he/she has to do to improve.
5.4 Using resources		

Review date: **By:**