



**Key Question1: Standards**

**Evidence**

**1.1 How good are standards and progress overall?**

**(Results and trends in performance compared with national averages, similar providers and prior attainment)**

**EVALUATION:**

**KS3 (General)**

There were 196 pupils within the Yr9 Religious Studies cohort. The three year cycle of attainment is one of improvement at all KS3 levels.

- Most (excellent at 93.8%) of Yr9 pupils attained L5+ in Religious Studies – consequently, attainment was +2% higher than 2015-16 (91.8%).
- The departments’ teacher assessment tasks were effective – however the departments’ attainment target of 95.7% at L5+ was missed by -1.9%.
- Many (very good at 75.3%) of Yr9 pupils attained L6+ in Religious Studies – consequently, attainment was +1.3% higher than 2015-16 (74%).
- The departments’ teacher assessment tasks were effective – consequently the departments’ attainment target of 74.3% at L6+ was exceeded by +1%.
- A few (satisfactory at 18%) of Yr9 pupils attained L7+ in Religious Studies – consequently, attainment was +4.2% higher than 2015-16 (13.8%).
- The departments’ teacher assessment tasks were effective – consequently the departments’ attainment target of 8% at L7+ was exceeded by +10%.

**KS3 STRENGTHS**

- Attainment at all KS3 levels continues to improve upon the data from 2014.
- L5+ attainment is 2.8% higher than 2014-2015.
- L6+ attainment is 20.3% higher than 2014-2015.
- L7+ attainment is 6% higher than 2014-2015.
- KS3 attainment targets at L6+ and L7+ were exceeded.
- Teacher Assessment was effective, allowing most (93.8%) pupils to raise their attainment to L5+, many (75.3%) to L6+ and a few (18%) to L7+.
- Yr9 pupils’ attainment at L5+, L6+ and L7+ has remained constant in the high 90%, in the 80% and mid-20% brackets in the last three years.

**PRIORITIES FOR IMPROVEMENT (KS3)**

- Embed DIRT and TIM activities, and introduce other strategies to ensure all KS3 targets are met/exceeded in 2018.
- Embed consistently the new target setting policy, the process of tracking progress and logging interventions.

**EVALUATION:**

**GCSE FULL COURSE**

There were 69 pupils within the Yr11 Religious Studies Full Course cohort.

- Many (very good at 89.9%) of Yr11 pupils attained A\*-C in Religious Studies. Consequently, attainment was 22.1% higher than the Nat Ave of 67.8%. However, the dept. target of 94.2% was missed by -4.3%.
- A minority (satisfactory at 29%) of Yr11 pupils attained A\*-A in Religious Studies. Consequently, attainment was 4.3% higher than the Nat Ave of 24.7%. However, the dept. target of 31.9% was missed by 2.9%.
- Very few (insufficient at 7.2%) of Yr11 pupils attained A\* in Religious Studies. Consequently, attainment was 0.4% higher than the Nat Average of 6.8%.

### **GCSE FULL COURSE STRENGTHS**

- Attainment in RS Full Course was above the National Averages in all measures.
- Many (very good at 89.9%) of Yr11 pupils attained A\*-C in Religious Studies (TL2) – exceeding the Nat Ave of 67.8%.
- All (outstanding at 100%) of Yr11 pupils attained a GCSE grade in Religious Studies (TL1), exceeding the National Average of 98%.
- A minority (satisfactory at 29%) of Yr11 pupils attained A\*-A in Religious Studies, exceeding the Nat Ave of 24.7%.

### **EVALUATION:**

#### **GCSE SHORT COURSE**

There were 89 pupils within the Yr11 Religious Studies Short Course cohort.

- A minority (insufficient at 31%) of Yr11 pupils attained A\*-C in Religious Studies. Consequently, attainment was -16.9% lower than the Nat Ave of 47.9%, and the department target of 34.8% was missed by -3.8%.
- Very few (unsatisfactory at 4.6%) of Yr11 pupils attained A\*-A in Religious Studies. Consequently, attainment was 11% lower than the Nat Ave of 15.6%. However, the department target was exceeded by 4.6%.

### **GCSE SHORT COURSE STRENGTHS**

- Department target for A\*-A (Short Course) was exceeded by 4.6%.

### **PRIORITIES FOR IMPROVEMENT (GCSE SHORT and FULL COURSE)**

- Increase the % of pupils achieving A\* in GCSE Religious Studies (Short Course) in line with the National Average.
- Increase the % of pupils achieving A\*-C in GCSE Religious Studies (Short Course) in line with the National Average.
- Improve the departments' residual score - -4.39 in 2017.
- Embed DIRT and TIM activities for all GCSE units.
- Continue tracking progress, logging interventions and informing parents regarding underachievement during the course.

### **EVALUATION:**

#### **AS (General)**

There were 9 students within the Yr12 cohort.

- Half (satisfactory at 55.6%) of Yr12 students attained A-C in Religious Studies, exceeding the dept. target of 33% by +22.6%. However, attainment was 7.1% lower than the Nat Ave (Eduqas and New Wales Qualifications) of 62.7%.
- A majority (good at 69.2%) of Yr12 students attained A-B in Religious Studies. Consequently, attainment was 28.9% higher than the Nat Ave (Eduqas and New Wales Qualifications) of 40.3% .
- A few (insufficient at 11.1%) of Yr12 students attained A in Religious Studies, exceeding the dept. target of 0% by +11.1%. However, attainment was 7% lower than the Nat Ave (Eduqas and New Wales Qualifications) of 18.1%.
- Residual was +2.78 – consequently, attainment was on a par (if not slightly better) with the cohorts' other subjects.

### **AS STRENGTHS**

- ALPS Target Score of 6 was achieved in Yr12.
- Department target for A-C was exceeded by 22.6%.
- Department target for A was exceeded by 11.1%.

ALPS

<p><b>PRIORITIES FOR IMPROVEMENT (AS)</b></p> <ul style="list-style-type: none"> <li>• Increase the % of students achieving A in AS Religious Studies in line with the National Average.</li> <li>• Increase the % of students achieving A-C in AS Religious Studies above the National Average.</li> <li>• Improve tracking of progress, logging interventions and informing parents regarding underachievement during the course.</li> <li>• Improve ALPS score.</li> </ul> <p><b>EVALUATION:</b> <b>A2 (General)</b></p> <p>There were 5 students within the Yr13 cohort.</p> <ul style="list-style-type: none"> <li>• Many (very good at 80%) of Yr13 students attained A*-C in Religious Studies. Consequently, attainment was -1.9% lower than the National Average of 81.9%.</li> <li>• Around half (satisfactory at 47%) of Yr13 students attained A*-B in Religious Studies. Consequently, attainment was -6.5% lower than the National Average (Eduqas and New Wales Qualifications) of 53.5%.</li> <li>• No (unsatisfactory at 0%) of Yr13 students attained A*-A in Religious Studies. Consequently, attainment was 19.8% lower than the National Average (Eduqas and New Wales Qualifications).</li> <li>• ALPS Target Score of 4 was achieved.</li> </ul> <p><b>A2 STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• Residual was +12.57 – consequently, the cohorts’ attainment in Religious Studies was almost half a grade higher than in their other subjects.</li> </ul> <p><b>PRIORITIES FOR IMPROVEMENT (A2)</b></p> <ul style="list-style-type: none"> <li>• Increase the % of students achieving A*-A, A*-B, and A*-C in A2 Religious Studies in line with the National Average.</li> <li>• Improve tracking of progress, logging interventions and informing parents regarding underachievement during the course.</li> <li>• Improve ALPS score.</li> </ul>			ALPS
<b>Excellent</b> – Very strong, sustained performance and practice	<b>Good</b> – Strong features, although minor aspects may require improvement	<b>Adequate and needs improvement</b> – Strengths outweigh weaknesses, but important aspects require improvement	<b>Unsatisfactory and needs urgent improvement</b> – Important weaknesses outweigh strengths

1.1.2 How good are the standards of groups of learners?	
<p><b>EVALUATION:</b>  <b>KS3 Boys vs. Girls</b></p> <p>There were 101 Boys and 95 Girls within the Yr9 Religious Studies cohort.</p> <ul style="list-style-type: none"> <li>• Most (very good at 91.1%) of Yr9 Boys attained L5+ in Religious Studies.</li> <li>• Boys' attainment target at L5+ was missed by -1.7%.</li> <li>• Nearly all (excellent at 96.8%) of Yr9 Girls attained L5+ in Religious Studies.</li> <li>• Girls' attainment target at L5+ was missed by -2.1%.</li> <li>• At L5+ the gender gap was 5.7% (girls outperforming boys).</li> <li>• A majority (good at 69.3%) of Yr9 Boys attained L6+ in Religious Studies.</li> <li>• Boys' attainment target at L6+ was missed by -7.8%.</li> <li>• Many (good at 81.7%) of Yr9 Girls attained L6+ in Religious Studies.</li> <li>• Girls' attainment target at L6+ was missed by -3.9%.</li> <li>• At L6+ the gender gap was 12.4% (girls outperforming boys).</li> <li>• Very few (unsatisfactory at 5%) of Yr9 Boys attained L7+ in Religious Studies.</li> <li>• Boys' attainment target at L7+ was exceeded by +4%.</li> <li>• A minority (adequate at 32.3%) of Yr9 Girls attained L7+ in Religious Studies.</li> <li>• Girls' attainment target at L7+ was exceeded by +16.7%.</li> <li>• At L7+ the gender gap was 27.3% (girls outperforming boys).</li> </ul> <p><b>KS3 B v. G STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• Boys/Girls attainment at L7+ exceeded department targets.</li> </ul> <p><b>KS3 B v. G PRIORITIES FOR IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>• Reduce the gender attainment gap at L5+ (currently at 5.7%).</li> <li>• Reduce the gender attainment gap at L6+ (currently at 12.4%).</li> <li>• Reduce the gender attainment gap at L7+ (currently at 27.3%).</li> <li>• Embed DIRT and TIM activities, and design new activities and topics that may enthruse more of the boys.</li> </ul> <p><b>EVALUATION:</b>  <b>GCSE (FULL COURSE) Boys vs. Girls</b></p> <p>There were 32 Boys and 37 Girls within the Yr11 Religious Studies Full Course cohort. Girls are outperforming Boys at A*-A, and A*-C.</p> <ul style="list-style-type: none"> <li>• Many (good at 87.5%) of Full Course Boys attained A*-C in Religious Studies.</li> <li>• Boys' attainment target at A*-C was missed by -6.3%.</li> <li>• Most (very good at 91.9%) of Full Course Girls attained A*-C in Religious Studies.</li> <li>• Girls' attainment target at A*-C was missed by -2.7%.</li> <li>• At A*-C the Full Course gender gap was 4.4% (girls outperforming boys).</li> </ul>	<p><i>Statistics for  Wales - Welsh  Government  Statistical First  Release (Aug  2017)</i></p>

- A few (satisfactory at 12.5%) of Full Course Boys attained A\*-A in Religious Studies.
- Boys' attainment target at A\*-A was missed by -3.1%.
- Around half (good at 43.2%) of Full Course Girls attained A\*-A in Religious Studies.
- Girls' attainment target at A\*-A was missed by -2.7%.
- At A\*-A the Full Course gender gap was 30.7% (girls outperforming boys).

#### **GCSE (FULL COURSE) B v. G STRENGTHS**

- Minimal gender gap at A\*-C of 4.4%

#### **GCSE (FULL COURSE) B v. G PRIORITIES FOR IMPROVEMENT**

- Reduce the gender attainment gap at A\*-C (currently at 4.4%).
- Reduce the gender attainment gap at A\*-A (currently at 30.7%).
- Embed DIRT and TIM activities, and design new activities and topics that may enthruse more of the boys.
- Track the performance of the current GCSE cohort to ensure a narrowing of attainment between genders.

#### **EVALUATION:**

##### **GCSE (SHORT COURSE) Boys vs. Girls**

There were 52 Boys and 37 Girls within the Yr11 Religious Studies Short Course cohort. Girls are outperforming Boys at A\*-A, and A\*-C.

- A few (unsatisfactory at 18%) of Short Course Boys attained A\*-C in Religious Studies.
- Boys' attainment target at A\*-C was missed by -3.2%.
- Around half (adequate at 48.6%) of Short Course Girls attained A\*-C in Religious Studies.
- Girls' attainment target at A\*-C was missed by -5.5%.
- At A\*-C the Short Course gender gap was 30.6% (girls outperforming boys).
- No boys (unsatisfactory at 0%) of Short Course Boys attained A\*-A in Religious Studies.
- However, boys' attainment target at A\*-A predicted at 0%.
- Very few (unsatisfactory at 10.8%) of Short Course Girls attained A\*-A in Religious Studies.
- Girls' attainment target at A\*-A was exceeded by +10.8%.
- At A\*-A the Short Course gender gap was 10.8% (girls outperforming boys).

#### **GCSE (SHORT COURSE) B v. G STRENGTHS**

- Girls' attainment target at A\*-A was exceeded by +10.8%.

#### **GCSE (SHORT COURSE) B v. G PRIORITIES FOR IMPROVEMENT**

- Reduce the gender attainment gap at A\*-C (currently at 30.6%).
- Reduce the gender attainment gap at A\*-A (currently at 10.8%).
- Embed DIRT and TIM activities, and design new activities and topics that may enthruse more of the boys.
- Track the performance of the current GCSE cohort to ensure a narrowing of attainment between genders.

**EVALUATION:****AS Boys vs. Girls**

There were 8 Girls and 1 Boy within the Yr12 cohort.

- Many (good at 87.5%) of Boys attained A-C in Religious Studies.
- Boys' attainment target at A-C was exceeded by +100%.
- Half (satisfactory at 50%) of Girls attained A-C in Religious Studies.
- Girls' attainment target at A-C was exceeded by +12.5%.
- At A-C the gender gap was 50% (boys outperforming girls).
- None (unsatisfactory at 0%) of Boys attained A in Religious Studies.
- A few (satisfactory at 12.5%) of Girls attained A in Religious Studies.
- Girls' attainment target at A was exceeded by +12.5%.
- At A the gender gap was 12.5% (girls outperforming boys).

**AS B v. G STRENGTHS**

- Boys attainment target was exceeded by 100% at A-C.
- Boys outperformed girls at A-C.
- Girls attainment target was exceeded by 12.5% at A.

**AS B v. G PRIORITIES FOR IMPROVEMENT**

- Reduce the gender attainment gap at A-C (currently at 50%).
- Reduce the gender attainment gap at A (currently at 12.5%).
- Embed DIRT and TIM activities, and design new activities and topics that may enthruse more of the boys.
- Track the performance of the current AS/A2 cohort to ensure a narrowing of attainment between genders.

**EVALUATION:****A2 Boys vs. Girls**

There were 2 Boys and 3 Girls within the Yr13 Religious Studies cohort.

- All (excellent at 100%) of Yr13 Boys attained A\*-C in Religious Studies.
- Boys' attainment target at A\*-C was met.
- A majority (good at 66.7%) of Yr13 Girls attained A\*-C in Religious Studies.
- Girls' attainment target at A\*-C was missed by -33.3%.
- At A\*-C the gender gap was 33.3% (boys outperforming girls).
- None (unsatisfactory at 0%) of Boys and Girls attained A\*-A in Religious Studies.

**A2 B v. G STRENGTHS**

- All boys attained A\*-C in Religious Studies – consequently Boys outperformed the Girls by 33.3%.

**A2 B v. G PRIORITIES FOR IMPROVEMENT**

- Improve the % achieving A\*-A in A2 Religious Studies (currently 0% for both genders).
- Reduce the gender attainment gap at A\*-C (currently at 33.3% boys outperforming girls).
- Track the performance of the current AS/A2 cohort to ensure a narrowing of attainment between genders.

**EVALUATION:****KS3 eFSM vs. non-eFSM**

There were 21 eFSM pupils within the Yr9 Religious Studies.

- Many (good at 71.4%) of eFSM pupils attained L5+ in Religious Studies – consequently, the department target was met.
- At L5+ there was an attainment gap of 25.1% between non-FSM and eFSM pupils.
- Around half (satisfactory at 47.6%) of eFSM pupils attained L6+ in Religious Studies – consequently, the department target was exceeded by +4.7%.
- At L6+ there was an attainment gap of 31% between non-FSM and eFSM pupils.
- Many (good at 4.8%) of eFSM pupils attained L7+ in Religious Studies – consequently, the department target was exceeded by +4.8.
- At L7+ there was an attainment gap of 14.9% between non-FSM and eFSM pupils.
- The trend of non-FSM pupils outperforming the eFSM pupils at all levels continues.

**KS3 eFSM STRENGTHS**

- All department targets were met (L5+) or exceeded (L6+ and L7+).
- The Religious Studies department targets the eFSM pupils within individual classes, and Religious Studies teachers ensure tailored provision.
- Tracking of eFSM Religious Studies pupils via the departmental tracking folder and school policy has ensured many reach and a few exceed expectations.

**KS3 PRIORITIES FOR IMPROVEMENT (eFSM)**

- Reduce the eFSM/non-FSM attainment gap at L5+ (currently at 21.5%).
- Reduce the eFSM/non-FSM attainment gap at L6+ (currently at 31%).
- Reduce the eFSM/non-FSM attainment gap at L7+ (currently at 14.9%).
- Embed DIRT and TIM activities, and design new activities to support eFSM pupils in the process of meeting success criteria etc.
- Embed the process of monitoring and supporting (via interventions and awards) eFSM pupils via school policy etc. on a half-termly basis.

**EVALUATION:****GCSE SHORT COURSE eFSM vs. non-eFSM**

There were 12 eFSM pupils within the Yr11 Religious Studies Short Course cohort.

- Around half (satisfactory at 41.7%) of Short Course eFSM pupils attained A\*-C in Religious Studies.
- eFSM attainment target at A\*-C was missed by -8.3%.
- At A\*-C there was an attainment gap of 12.4% between non-FSM and eFSM pupils – consequently, eFSM pupils outperformed non-FSM pupils.
- None (unsatisfactory at 0%) of Short Course eFSM pupils attained A\*-A in Religious Studies. Nevertheless, this had been predicted in the targets.
- At A\*-A there was an attainment gap of 5.3% between non-FSM and eFSM pupils – consequently, non-eFSM pupils outperformed FSM pupils.

**GCSE SHORT COURSE eFSM STRENGTHS**

- Short Course eFSM pupils outperformed non-FSM pupils at A\*-C.

**GCSE SHORT COURSE eFSM PRIORITIES FOR IMPROVEMENT (eFSM)**

- Reduce the 12.4% difference between eFSM and non-FSM attainment at A\*-C (in favour of non-eFSM).
- Reduce the 5.3 % difference between eFSM and non-FSM attainment at A\*-A.
- Embed DIRT and TIM activities, and design new activities to support eFSM pupils in the process of meeting success criteria etc.
- Embed the process of monitoring and supporting (via interventions and awards) eFSM pupils via school policy etc. on a half-termly basis.

- Use PiXL to provide tailored activities to improve eFSM attainment at A\*-A.

#### **GCSE FULL COURSE eFSM vs. non-eFSM**

There were 2 eFSM pupils within the Yr11 Religious Studies Full Course cohort.

- All (excellent at 100%) of Full Course eFSM pupils attained A\*-C in Religious Studies.
- eFSM attainment target at A\*-C was met.
- At A\*-C there was an attainment gap of 10.4% between non-FSM and eFSM pupils – consequently, eFSM pupils outperformed non-FSM pupils.
- None (unsatisfactory at 0%) of Full Course eFSM pupils attained A\*-A in Religious Studies. Nevertheless, this had been predicted in the targets.
- At A\*-A there was an attainment gap of 29.9% between non-FSM and eFSM pupils – consequently, non-eFSM pupils outperformed eFSM pupils.

#### **GCSE FULL COURSE eFSM STRENGTHS**

- Full Course eFSM pupils outperformed non-FSM pupils at A\*-C.

#### **GCSE FULL COURSE eFSM PRIORITIES FOR IMPROVEMENT (eFSM)**

- Reduce the 10.4% difference between eFSM and non-FSM attainment at A\*-C (in favour of non-eFSM).
- Reduce the 29.9% difference between eFSM and non-FSM attainment at A\*-A.
- Embed DIRT and TIM activities, and design new activities to support eFSM pupils in the process of meeting success criteria etc.
- Embed the process of monitoring and supporting (via interventions and awards) eFSM pupils via school policy etc. on a half-termly basis.
- Use PiXL to provide tailored activities to improve eFSM attainment at A\*-A.

#### **EVALUATION:**

##### **KS3 EAL**

There were 21 EAL pupils within the Yr9 Religious Studies cohort.

- Most (very good at 90.5%) of EAL pupils attained L5+.
- L5+ attainment target of 100% was missed by -8.5%.
- Many (very good at 81%) of EAL pupils attained L6+ in Religious Studies, exceeding the departments' target by +6%
- A minority (satisfactory at 28%) of EAL pupils attained L7+ in Religious Studies, exceeding the departments' target by +18.6%
- At L5+ the gap in attainment between EAL and non-EAL was 4.2% (non-EAL are outperforming EAL).
- At L6+ the gap in attainment between EAL and non-EAL was 6.3% (EAL are outperforming non-EAL).
- At L7+ the gap in attainment between EAL and non-EAL was 11.5% (EAL are outperforming non-EAL).

#### **KS3 EAL STRENGTHS**

- EAL pupils outperformed non-EAL at L6+ (6.3% difference)
- EAL pupils outperformed non-EAL at L7+ (11.5% difference)

#### **KS3 PRIORITIES FOR IMPROVEMENT (EAL)**

- Continue and consolidate the positive attainment of EAL pupils at L6+ and L7+.
- Improve the performance of EAL pupils at L5+
- Reduce the attainment gap between non-EAL and EAL pupils at L6+ (6.3%) and L7+ (11.5%).



**EVALUATION:****GCSE SHORT COURSE EAL**

There were 15 EAL pupils within the Yr11 Short Course Religious Studies cohort.

- A minority (insufficient at 35.7%) of EAL pupils attained A\*-C – consequently the departments' target of 40% was missed by -4.3%.
- At A\*-C the gap in attainment between EAL and non-EAL was 5.6% (EAL outperformed non-EAL).
- A minority (satisfactory at 21.4%) of EAL pupils attained A\*-A – consequently the departments' target was exceeded by +21.4%.
- At A\*-A the gap in attainment between EAL and non-EAL was 20% (EAL outperformed non-EAL).

**GCSE SHORT COURSE EAL STRENGTHS**

- EAL pupils outperformed non-EAL at A\*-C.
- EAL pupils outperformed non-EAL at A\*-A.

**GCSE SHORT COURSE PRIORITIES FOR IMPROVEMENT (EAL)**

- Consolidate the positive attainment of EAL pupils at A\*-C, and A\*-A.
- Reduce the attainment gap between EAL and non-EAL pupils (currently 5.6% at A\*-C, and 20% at A\*-A).

**GCSE FULL COURSE EAL**

There were 10 EAL pupils within the Yr11 Full Course Religious Studies cohort.

- All (excellent at 100%) of EAL pupils attained A\*-C – consequently the departments' target was met
- At A\*-C the gap in attainment between EAL and non-EAL was 11.9% (EAL outperformed non-EAL).
- A minority (satisfactory at 40%) of EAL pupils attained A\*-A – consequently the departments' target was missed by -10%.
- At A\*-A the gap in attainment between EAL and non-EAL was 12.9% (EAL outperformed non-EAL).

**GCSE FULL COURSE EAL STRENGTHS**

- EAL pupils outperformed non-EAL at A\*-C.
- EAL pupils outperformed non-EAL at A\*-A.

**GCSE FULL COURSE PRIORITIES FOR IMPROVEMENT (EAL)**

- Consolidate the positive attainment of EAL pupils at A\*-C, and A\*-A.
- Reduce the attainment gap between EAL and non-EAL pupils (currently 11.9% at A\*-C, and 12.9% at A\*-A).

**EVALUATION:****KS3 ALN**

There were 56 pupils within the whole KS3 Religious Studies cohort.

- Many (very good at 87.3%) of ALN pupils attained L5+ in Religious Studies – consequently, the departments' target was exceeded by +1.8%.
- At L5+ the gap in attainment between EAL and non-EAL was 9.1% (non-ALN outperformed ALN).
- A majority (good at 60%) of ALN pupils attained L6+ in Religious Studies – consequently, the departments' target was met.
- At L6+ the gap in attainment between EAL and non-EAL was 21.3% (non-ALN outperformed ALN).
- Very few (enough at 7.3%) of ALN pupils attained L7+ in Religious Studies – consequently, the departments' target was exceeded by +7.3%.
- At L7+ the gap in attainment between EAL and non-EAL was 15% (non-ALN outperformed ALN).

<p><b>KS3 ALN STRENGTHS</b></p> <ul style="list-style-type: none"> <li>All ALN targets were met (L6+) or exceeded (L5+ and L7+)</li> </ul> <p><b>KS3 PRIORITIES FOR IMPROVEMENT (ALN)</b></p> <ul style="list-style-type: none"> <li>Consolidate the improvement of ALN attainment at L6+ and L7+.</li> <li>Reduce the attainment gap between ALN and non-ALN at L5+ (currently 9.1%)</li> <li>Reduce the attainment gap between ALN and non-ALN at L6+ (currently 21.3%)</li> <li>Reduce the attainment gap between ALN and non-ALN at L7+ (currently 15%)</li> </ul> <p><b>EVALUATION:</b></p> <p><b>GCSE SHORT COURSE ALN</b></p> <p>There were 22 pupils within the whole Yr11 Religious Studies Short Course cohort.</p> <ul style="list-style-type: none"> <li>A few (insufficient at 18.2%) of ALN pupils attained A*-C in Religious Studies – consequently the department target was missed by -18.2%.</li> <li>At A*-C the gap in attainment between EAL and non-EAL was 17.2% (non-ALN outperformed ALN).</li> <li>Very few (insufficient at 4.5%) of ALN pupils attained A*-A in Religious Studies – yet the department target was exceeded by +4.5%.</li> <li>At A*-A the gap in attainment between EAL and non-EAL was minimal 0.1% (non-ALN outperformed ALN).</li> </ul> <p><b>GCSE SHORT COURSE ALN STRENGTHS</b></p> <ul style="list-style-type: none"> <li>ALN pupils performed on a par with non-ALN pupils at A*-A.</li> </ul> <p><b>GCSE SHORT COURSE PRIORITIES FOR IMPROVEMENT (ALN)</b></p> <ul style="list-style-type: none"> <li>Improve ALN attainment at A*-C and A*-A.</li> <li>Reduce the attainment gap between ALN and non-ALN at A*-C (currently 17.2%).</li> <li>Increase the number of ALN attaining A*-C, and A*-A at Short Course.</li> </ul>			
<p><b>Excellent</b> – Very strong, sustained performance and practice</p>	<p><b>Good</b> – Strong features, although minor aspects may require improvement</p>	<p><b>Adequate and needs improvement</b> – Strengths outweigh weaknesses, but important aspects require improvement</p>	<p><b>Unsatisfactory and needs urgent improvement</b> – Important weaknesses outweigh strengths</p>

1.3 How good are standards and progress in skills? ACADEMIC LEADERS ONLY			
<p><b>EVALUATION:</b></p> <p><b>COMMUNICATION (inc. Literacy)</b></p> <ul style="list-style-type: none"> <li>Many pupils use Religious terminology well in their written work – consequently, skills of communicating historical knowledge and understanding in Religious Studies is very good (as evidenced with 75.3% achieving L6+).</li> <li>Many pupils are able to produce good examples of extended writing, with accurate grammar, thought stems, punctuation, and spelling and with the necessary historical detail to make meaning clear (as evidenced with 75.3% achieving L6+, and 18% achieving L7+).</li> <li>A minority of lower/middle ability pupils have difficulty in writing at length, and ensuring their explanations are clear enough (hence why 24.7% of the Year 9 cohort failed to attain a L6 or higher).</li> <li>A minority of middle to lower ability pupils do not proof read their work properly to check and correct spelling and punctuation and to improve meaning (as evidenced in book monitoring).</li> <li>The dept. has recently introduced Reading and Comprehension Homework sheets (good practice shared by the History Dept.) tailored for different years at KS3 and linked directly to specific strands of the LNF.</li> </ul> <p><b>NUMERACY</b></p> <ul style="list-style-type: none"> <li>The dept. has recently introduced some new numeracy tasks (good practice shared by the History Dept.), such as creating pie charts to show how many pupils in Year 8 have, haven't or don't know if they have been Christened. Such skills are developed to aid the transfer of such skills in other lessons/subjects.</li> </ul> <p><b>ICT (inc. DCF)</b></p> <p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>Many (75.3%) of the Year9 cohort in Religious Studies used the communication skills well (L6+), consequently increasing attainment by 1.3% since 2015-2016.</li> </ul> <p><b>PRIORITIES FOR IMPROVEMENT:</b></p> <ul style="list-style-type: none"> <li>Introduce new opportunities for Religious Studies to include LNF resources at KS3, such as RUCSAC tasks and persuasive writing.</li> <li>Embed literacy strands into KS3 TA tasks, and embed the process of logging attainment of literacy stands linked with attainment in TA tasks onto SIMS.</li> <li>Embed the provision of more literacy, numeracy and ICT tasks (as highlighted in Pupil Voice survey) at KS3 Religious Studies.</li> <li>Embed DCF.</li> </ul>		<p>Literacy activities, e.g. Punctuation Pyramids, vocab mats etc.</p> <p>Reading and Comprehension Sheets</p>	
<p><b>Excellent</b> – Very strong, sustained performance and practice</p>	<p><b>Good</b> – Strong features, although minor aspects may require improvement</p>	<p><b>Adequate and needs improvement</b> – Strengths outweigh weaknesses, but important aspects require improvement</p>	<p><b>Unsatisfactory and needs urgent improvement</b> – Important weaknesses outweigh strengths</p>

Key Question 2: Wellbeing and Attitudes to Learning			Evidence
<b>2.2 How good are attitudes to learning?</b>			
<p><b>EVALUATION:</b></p> <ul style="list-style-type: none"> <li>Strategies used by Religious Studies teachers have ensured a healthy attainment record for KS3 pupils at all levels over the past three years. Consequently, there is a positive attitude towards learning in the Religious Studies classes, ensuring attainment levels have improved by 2.8% (L5+), 20.3% (L6+) and 6% (L7+) since 2014.</li> <li>Lesson Observations show that pupils take an active part in lessons and develop various skills, and utilise DIRT activities to raise attainment. Many can recall learning from previous lessons, and apply such knowledge to new situations. Consequently, most pupils display a positive attitude towards learning and have ensured improved attainment data at all KS3 levels over the past three years (see above).</li> <li>KS3 pupils made good progress in their learning (as also evidenced in the final TA levels awarded to Yr9 in 2016: L5+ 93.8%, L6+ 75.3%, L7+ 18%), also showing the ability to recall previous learning, participate well orally, and acquire new knowledge and skills in relation to their ability;</li> <li>All KS pupils can work individually, in pairs and in group activities which allow them to deepen their knowledge and understanding of Religious Studies – consequently, pupils experience a range of learning activities.</li> <li>Lesson observations prove that many pupils in all KS's can give sustained oral responses to justify and initiate ideas, and also develop their questioning techniques;</li> <li>Many pupils in all KS's can develop and explain ideas in their written work, and consequently improve their literacy/writing meaning (LNF) skills.</li> <li>Book monitoring provides evidence of pupils being actively involved in self and peer-assessment. Most teachers are following the new marking policy 'in line with expectations' with some teachers needing 'some need of improvement'. As a consequence pupils make progress in accordance to their ability.</li> <li>Pupils are responding to action codes to improve their grades and at KS3 and KS4 pupils re-draft work in response to the action codes. Consequently, pupil response to teacher feedback has improved. Proof-reading and use of success criteria are used 'in line with expectations' by most staff and some staff need small improvement.</li> </ul> <p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>Success Criteria sheets provide clear and accessible guidance – consequently most pupils have the opportunity to raise their attainment in Assessment Tasks.</li> <li>At L5+ the three year trend in Religious Studies is consistent (+2.8% since 2014-2015).</li> <li>At L6+ the three year trend in Religious Studies is upwards (+20.3% since 2014-2015).</li> <li>At L7+ the three year trend in Religious Studies is upwards (+6% 2014-2015).</li> <li>Book monitoring show that many Religious Studies pupils have ample opportunity to write at length and develop their ability to do so successfully.</li> <li>Some pupils can engage in effective independent learning, increasing the % able to access L6+ and L7+ at KS3.</li> <li>At GCSE Short Course, the Department has achieved a three year improvement with A*-C increasing from 66% in 2015, 73% in 2016 and 73.1%.</li> <li>At GCSE Short Course, the Department has achieved a three year improvement with A*-A increasing from 66% in 2015, 73% in 2016 and 73.1%.</li> <li>At GCSE Full Course, the Department has achieved a three year improvement with A*-C increasing from 66% in 2015, 73% in 2016 and 73.1%.</li> <li>At GCSE Full Course, the Department has achieved a three year improvement with A*-A increasing from 66% in 2015, 73% in 2016 and 73.1%.</li> </ul> <p><b>PRIORITIES FOR IMPROVEMENT:</b></p> <ul style="list-style-type: none"> <li>Embed and consolidate the process of highlighting pupil awareness of their targets and success criteria to aid further progress and attainment.</li> <li>Increase the numbers opting to study Religious Studies at AS/A2.</li> <li>Introduce more opportunities for Pupil Voice.</li> </ul>			<p>Attainment data</p> <p>Lesson Observations</p> <p>End of KS3 data</p> <p>Resources</p> <p>Book Monitoring</p>
Excellent – Very strong, sustained performance and practice	Good – Strong features, although minor aspects may require improvement	Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement	Unsatisfactory and needs urgent improvement – Important weaknesses outweigh strengths



<ul style="list-style-type: none"> <li>Religious Studies teachers are encouraged to use rich questioning to stretch and challenge pupils' understanding, thus raising attainment at (L6+).</li> </ul> <p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>At KS3, various strategies (DIRT, TIM etc.) are used to raise attainment in a majority of Religious Studies lessons – consequently attainment levels at KS3 were raised for the third consecutive year: L5+ (nearly all at 99%), L6+ (many at 86.2%) and L7+ (a few at 28.6%).</li> <li>Religious Studies teachers use the TA tracker to monitor KS3 progress (from Yr7 to Yr9) in order provide pupils and parents with an informed and accurate judgement of attainment at the end of KS3.</li> <li>Pupils are given success criteria and targets before each key Teacher Assessment to enable success - consequently attainment across the KS3 levels (L5 to L7+) have increased by an average of +8.6%.</li> </ul> <p><b>PRIORITIES FOR IMPROVEMENT:</b></p> <ul style="list-style-type: none"> <li>Use Walled Garden data to help target areas for development at GCSE Short and Full Course.</li> <li>Embed DIRT and TIM activities following key tasks, and adapt/review action codes if required.</li> <li>Introduce more opportunities for KS5 students to use DIRT and TIM activities.</li> </ul>			Lesson Observations
<b>Excellent</b> – Very strong, sustained performance and practice	<b>Good</b> – Strong features, although minor aspects may require improvement	<b>Adequate and needs improvement</b> – Strengths outweigh weaknesses, but important aspects require improvement	<b>Unsatisfactory and needs urgent improvement</b> – Important weaknesses outweigh strengths

3.3 How well do we provide for skills? ACADEMIC LEADERS ONLY			
<p><b>EVALUATION:</b></p> <ul style="list-style-type: none"> <li>The quality of pupils' written communication is developed through various Religious Studies extended writing tasks such as writing empathetic descriptions of religious festivals and celebrations – consequently, most pupils are able to reach their targets and provide good organisation and communication, ensuring key religious terminology is used;</li> <li>Organisation and communication tasks are embedded into KS3 assessments, key exam questions at GCSE, and essay questions at KS5.</li> <li>Pupils' text books and other resources are appropriate for the reading ability of the majority of pupils at all KS's.</li> <li>The provision for skills is planned for in the various Programmes of Study and Schemes of Work, and at KS4 and KS5 provision of skills is planned for in preparation for the external examinations.</li> <li>DIRT and TIM activities are promoted (in line with school policy) to develop pupils' proof reading, punctuation, handwriting and writing (meaning) skills. These literacy skills are then used to help map levels of progress and logged onto SIMS.</li> <li>Literacy activities form an integral part of teaching and learning in Religious Studies at KS3, GCSE and AS/A2.</li> </ul> <p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>Improved opportunities for learners at KS3 to develop their Literacy skills in Religious Studies, either in the classroom or as Homework.</li> </ul> <p><b>PRIORITIES FOR IMPROVEMENT:</b></p> <ul style="list-style-type: none"> <li>Ensure lower ability pupils proof read effectively during DIRT and TIM activities to raise attainment at L6+ and L7+ and improve the quality of extended writing.</li> <li>Introducing the concept of Takeaway Homework could be one way of addressing the above pupils concerns, and ensuring homework is varied and original.</li> </ul>			
<b>Excellent</b> – Very strong, sustained performance and practice	<b>Good</b> – Strong features, although minor aspects may require improvement	<b>Adequate and needs improvement</b> – Strengths outweigh weaknesses, but important aspects require improvement	<b>Unsatisfactory and needs urgent improvement</b> – Important weaknesses outweigh strengths

Key Question 5: Care, Support and Guidance			Evidence
<b>4.1 How well do we track, monitor and provide for pupils with ALN?</b>			
<p><b>KS3 ALN</b></p> <p>There were 56 pupils within the whole KS3 Religious Studies cohort.</p> <ul style="list-style-type: none"> <li>• Many (very good at 87.3%) of ALN pupils attained L5+ in Religious Studies – consequently, the departments’ target was exceeded by +1.8%.</li> <li>• At L5+ the gap in attainment between EAL and non-EAL was 9.1% (non-ALN outperformed ALN).</li> <li>• A majority (good at 60%) of ALN pupils attained L6+ in Religious Studies – consequently, the departments’ target was met.</li> <li>• At L6+ the gap in attainment between EAL and non-EAL was 21.3% (non-ALN outperformed ALN).</li> <li>• Very few (enough at 7.3%) of ALN pupils attained L7+ in Religious Studies – consequently, the departments’ target was exceeded by +7.3%.</li> <li>• At L7+ the gap in attainment between EAL and non-EAL was 15% (non-ALN outperformed ALN).</li> </ul> <p><b>KS3 ALN STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• All ALN targets were met (L6+) or exceeded (L5+ and L7+)</li> </ul> <p><b>KS3 PRIORITIES FOR IMPROVEMENT (ALN)</b></p> <ul style="list-style-type: none"> <li>• Consolidate the improvement of ALN attainment at L6+ and L7+.</li> <li>• Reduce the attainment gap between ALN and non-ALN at L5+ (currently 9.1%)</li> <li>• Reduce the attainment gap between ALN and non-ALN at L6+ (currently 21.3%)</li> <li>• Reduce the attainment gap between ALN and non-ALN at L7+ (currently 15%)</li> </ul> <p><b>EVALUATION:</b></p> <p><b>GCSE SHORT COURSE ALN</b></p> <p>There were 22 pupils within the whole Yr11 Religious Studies Short Course cohort.</p> <ul style="list-style-type: none"> <li>• A few (insufficient at 18.2%) of ALN pupils attained A*-C in Religious Studies – consequently the department target was missed by -18.2%.</li> <li>• At A*-C the gap in attainment between EAL and non-EAL was 17.2% (non-ALN outperformed ALN).</li> <li>• Very few (insufficient at 4.5%) of ALN pupils attained A*-A in Religious Studies – yet the department target was exceeded by +4.5%.</li> <li>• At A*-A the gap in attainment between EAL and non-EAL was minimal 0.1% (non-ALN outperformed ALN).</li> </ul> <p><b>GCSE SHORT COURSE ALN STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• ALN pupils performed on a par with non-ALN pupils at A*-A.</li> </ul> <p><b>GCSE SHORT COURSE PRIORITIES FOR IMPROVEMENT (ALN)</b></p> <ul style="list-style-type: none"> <li>• Improve ALN attainment at A*-C and A*-A.</li> <li>• Reduce the attainment gap between ALN and non-ALN at A*-C (currently 17.2%).</li> <li>• Increase the number of ALN attaining A*-C, and A*-A at Short Course.</li> </ul>			
<b>Excellent</b> – Very strong, sustained performance and practice	<b>Good</b> – Strong features, although minor aspects may require improvement	<b>Adequate and needs improvement</b> – Strengths outweigh weaknesses, but important aspects require improvement	<b>Unsatisfactory and needs urgent improvement</b> – Important weaknesses outweigh strengths

Key Question 5: Leadership and Management			Evidence
5.1 How do we evaluate the quality and effectiveness of our leaders and managers?			
<p><b>EVALUATION:</b></p> <ul style="list-style-type: none"> <li>Religious Studies meetings focus on important issues about performance.</li> <li>SOW are stored centrally and reviewed and updated on a regular basis.</li> <li>Performance management and book monitoring are used to support staff and effective strategies identified by this process is then shared and disseminated to the department.</li> <li>Good practice is shared by some Religious Studies teachers.</li> <li>Self-valuation and areas for improvement are used to prioritise improving standards of learners and also refer to whole school priorities.</li> <li>Self-evaluation includes evaluation and monitoring of data and standards and the quality of education, including progress and recent training.</li> <li>The HoD produces accurate and informative minutes from 1265 meetings, thus aiding staff understanding of latest developments, issues and points of action.</li> <li>The HoD designs effective Assessment for Learning tasks (e.g. Closing the Gap activities and key exam question resources) to aid and facilitate Walled Garden data analysis at GCSE. This also encouraged other dept. staff to design their own question targeting specific elements of the GCSE exam etc. Consequently, results in most Key Stages have improved in 2016.</li> <li>The HoD ensures Performance Management targets, reviews and lesson observations are carried out as per school policy.</li> </ul> <p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>The HoD produces accurate and useful monthly analysis reports for HoF to report back to SMT on attainment data.</li> <li>The HoD ensures there are detailed SoW for KS3 and GCSE, and that these are accessible to all who have a responsibility of delivering Religious Studies to pupils.</li> <li>The HoD is responsible for creating the SoW's, but all department members are given opportunities to contribute e.g. assessing the effectiveness of KS3 SoWs, producing worksheets, LNF tasks and PowerPoint presentations. Consequently, pupils experience a wide variety of activities and tasks that help to develop their various Religious and Literacy skills.</li> <li>The HoD provides Religious Studies teachers with accessible teacher assessments, designed to develop specific strands within the National Curriculum for Religious Studies. Contributions and suggested changes to existing resources are welcomed.</li> </ul> <p><b>PRIORITIES FOR IMPROVEMENT:</b></p> <ul style="list-style-type: none"> <li>Continue to hold regular meetings between HoD and HoF to evaluate leadership, analyse attainment, monitor developments and identify underachievers etc.</li> <li>Update the KS3 SoW and develop a new SoW for the new GCSE Short and Full courses.</li> </ul>			
<b>Excellent</b> – Very strong, sustained performance and practice	<b>Good</b> – Strong features, although minor aspects may require improvement	<b>Adequate and needs improvement</b> – Strengths outweigh weaknesses, but important aspects require improvement	<b>Unsatisfactory and needs urgent improvement</b> – Important weaknesses outweigh strengths



5.2 How do we improve the quality of what we do? (self-evaluation processes and improvement planning)			
<p><b>SELF EVALUATION:</b></p> <p><b>EVALUATION:</b></p> <ul style="list-style-type: none"> <li>Acting HoD/Data Coordinator self-evaluate the performance of the Religious Studies Department at all Key Stages on an annual basis, using departmental, local and national data to assess the departments' position in terms of attainment – consequently, priorities for improvement are highlighted to aid continued improvement within the department.</li> <li>KS3 pupils have taken part in Hacking the Religious Studies curriculum to assess pupil interpretation of the SoW delivered to them – consequently, pupils feel they have a say in what will be taught during the next academic year (if practical).</li> </ul> <p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>Acting HoD/Data Coordinator utilised the training received by Andy Hawkins (GWe) to sharpen the process of self-evaluation – consequently, self-evaluation is thorough and purposeful, taking into account analysis of departmental, local and national data, book monitoring, lesson observations and pupil voice surveys.</li> <li>Use of subject ambassadors with targeted KS3 classes</li> </ul> <p><b>PRIORITIES FOR IMPROVEMENT:</b></p> <ul style="list-style-type: none"> <li>Continue to use pupil voice data and include accessible and meaningful findings into future PoS /SoW.</li> <li>Further embed the use of subject ambassadors within the classroom in 2017-18, and encourage them to play a more active role in the classroom.</li> </ul> <p><b>IMPROVEMENT PLANNING:</b></p> <p><b>EVALUATION:</b></p> <ul style="list-style-type: none"> <li>The annual Religious Studies SER is used to highlight areas and points of action to guide the HoD towards specific areas of improvement, which are then made accessible to the departments in order to ensure a coordinated approach towards moving the Religious Studies Department forward. The SER is shared and discussed during 1265.</li> <li>The SER has set priorities and challenging targets for improvement, and all Religious Studies teachers are expected to contribute in achieving those priorities for improvement.</li> </ul> <p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>SER findings are used to create, adapt and review resources, SoW, activities etc. to address issues deemed as priorities – consequently, attainment at all Key Stages have been good (and in most cases there is a clear three year upward trend), the attainment gap between some groups of learners has narrowed.</li> </ul> <p><b>PRIORITIES FOR IMPROVEMENT:</b></p> <ul style="list-style-type: none"> <li>Continue to prepare for the changes introduced at GCSE Religious Studies for September 2018.</li> </ul>			
<b>Excellent</b> – Very strong, sustained performance and practice	<b>Good</b> – Strong features, although minor aspects may require improvement	<b>Adequate and needs improvement</b> – Strengths outweigh weaknesses, but important aspects require improvement	<b>Unsatisfactory and needs urgent improvement</b> – Important weaknesses outweigh strengths