

School: Dyffryn Nantlle

Religious Education

Key Question 1: How good are the 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 teachers assessments and/or examination results.

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

Standards in Religious Education – progress in learning

A broad range of tasks have been completed in the work books e.g. Dialogues, reports, letters, e-mail, as a form of extended response regarding controversial issues relating to the subject.

Books scrutiny reports also note that the pupils have a good grasp of the subject and confirms that many of the pupils have had opportunities to deal with fundamental questions, also looking at moral and contemporaneous questions. Robust comments are provided as feedback to improve the quality of pupils work. This leads to re-drafting and to raising the pupils level of achievement in the work.

Almost all KS3 pupils have made the expected progress at key stage 3, achieving their targets in the subject. Targets at Level 5+ were 94%, Level 6+ targets were 58% and level 7+ targets were 23%. The department met these targets. Many are able to well recall the information and subject skills introduced. Pupils answers to verbally asked questions, the work produced and test results attest to this. The majority of KS3 pupils are able to work independently and produce good work – the books and assessment tasks contain evidence of that. The majority of our pupils can provide written extended replies. The department has a robust tracking system and pupils are aware of how well they perform in meeting their target.

Books monitoring reports again confirm that that the pupils receive regular reading opportunities for information gathering, using ITC or reading materials. Books monitoring that is based on literacy framework requirements, has ensured and confirmed that the pupils receive robust opportunities to ensure improved literacy skills. Lessons observation report indicate that opportunities have been provided to develop thinking skills such as expressing an opinion, discussion and questioning.

At key stage 4, every pupil achieved a qualification in the subject A-G (100%). The target set for the department was 90% A* - C. 80% achieved this target namely 8/9 pupils. 60% of the class were awarded grades A*/A that represents a substantial improvement of +22.5% since the results for 2014. 4 pupils improved upon their subject target. Target set for A*/B was 60% and 70% achieved these grades - an improvement of 32.5% since 2014. Many KS4 pupils could recall information and subject skills already presented to them. The department's test results and external examinations provides evidence of this. The majority of the pupils can work independently and produce work of a high standard. The majority of pupils at KS4+ provide good answers to extended questions – this skill requires improvement by medium/lower ability pupils.

Matters requiring action

Improve the pupils verbal contribution in lessons

Improve KS3 pupils extended answers

KS4 - Y 11 purposeful targeting to ensure that the department achieves the target of 70% A* - C

Excellent		Good	✓	Adequate		Unsatisfactory
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Key Question 2: How good is the provision in Religious Education?

- Self-evaluation should focus on the following indicators: subject time allocation, subject-based information, the teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- Evaluation of lesson observations and pupils work enable headteachers and heads of department to form an opinion about 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 'People, Beliefs and Questions' provision for Foundation Phase learners 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

Year 7,8 and 9 pupils are taught one lesson weekly in the subject. At KS4, 3 lessons a week are earmarked for the subject. Pupils study a range of subjects at both key stages. This year the subject is only taught by the Head of Department.

New schemes of work have been prepared since 2014 and the task of adapting them is ongoing, so as to ensure a focus on fields such as literacy, numeracy and ITC. The books contain robust evidence that the pupils skills in the subject are developing well.

Books scrutiny exercises indicate that the work provides extended writing development opportunities. KS3 pupils possess good writing skills. Regular opportunities are provided to develop pupils reading skills and this term, developing the eight reading behaviours in lessons has received specific focus. Tasks include strategies such as scanning and skimming which are prominent in the schemes of work and in pupils books.

Lesson observations indicate that quality of teaching is good in the subject.

KS4- The department needs to develop more extended writing opportunities for pupils in preparation for the GCSE examination. KS4 pupils standard of reading is good. KS4 pupils ITC skills indicate the ability to investigate and present reports on specific subjects.

The statutory RE is presented during the PSE and BAC lessons. The time-table is also frozen at specific times of the year in compliance with the statutory requirement.

Matters requiring action

Develop more verbal tasks

Develop more numeracy/ITC tasks

Need to look at the school curriculum at KS4 so as to strengthen the statutory provision

Excellent		Good		Adequate	✓	Unsatisfactory	
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Collective Worship

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

Does the collective worship comply with the statutory requirements?

Yes ✓

No

References: ESTYN Inspection Framework 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 aspects of quality of Collective Worship

The school implements a policy on Collective Worship. Aspects presented include morality tales, Bible Stories with a social and spiritual element. Class, whole school and key stage services are held at the school.

Matters to act upon regarding quality of Collective Worship

Improve quality of whole school services at KS3 and KS4

Excellent

Good

Adequate

✓

Unsatisfactory

Signed: Alwen Pennant Watkin (Headteacher)

Date: 07.10.15