

School: Y GADER

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 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: The department regularly evaluates the standard of outcomes in the subject and plans for improvement. The department sets specific targets for each year and annually adapts the schemes of work and assessments to try and achieve these targets.

2012-3 – target set of increasing number of boys achieving level 5. Two year 9 assessment tasks adapted so as to provide boys with a more attractive course.

2013-4 – target to raise number of pupils achieving success to reach level 6. The assessment tasks were adjusted presenting clear descriptions of individuals levels and targeting for level 6.

2014-5 – target of increasing number of pupils succeeding to level 7. This year, the department has made much greater use of the school’s tracking procedure to raise the teacher and pupils awareness of the target set for each individual in the subject and to identify and respond to examples of under-achievement.

	Level 4	Level 5 or above	Level 6 or above	Level 7
2014-5	8.9%	91%	41.7%	17.9%

The comparison data between boys and girls in the subject is favourable - with the boys this year substantially out-performing the girls. (12 pupils had reached level 7 – with 9 of them boys).

KS4: The school's GCSE results have been very consistent over a 10 year period. The results are consistently amongst the best in Gwynedd. The majority of the pupils achieve their highest grade in this subject. A substantial amount of work has been done over the past 5 years providing effective review materials – religious teaching cards, review handbook and Powerpoint presentation for each of the eight GCSE units. After school review sessions are held. Pupils regularly self-evaluate their progress and set improvement targets in the subject. The department tries to support every pupil throughout the two years at KS4 contacting parents if required to organize additional support.

GCSE Results 2014-5: (20 pupils had sat the GCSE examination)

Had reached A/A* - 57% of the boys and 100% of the girls.

Cohort A* / C - boys 85.7% and girls 100%

One boy achieved ‘D’ grade, - he comes under the A* - G cohort.

The department had achieved the subject target this year 95%.

Average subject score was 53. This score substantially exceeded the other subjects average score (45) and the subject score at every school (45)

Matters to focus upon

- Continue to support and encourage every KS4 pupil to achieve the highest possible grade.
- The schemes of work will require adjusting during 2014-15 as the school moves back to teach KS3 in mixed ability groups. The department envisages a challenge for planning so that the level 7 target pupils are set a sufficient challenge to achieve their potential in a mixed ability group. The assessment tasks will need to be adjusted for these new groups.

Excellent		Good	√	Adequate		Unsatisfactory
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Key Question 2: How good is Religious Education provision?

- Self-evaluation should consider the following indicators: the time that is allocated to the subject, subject based information, specialization and the teachers 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 a view about quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to reach high standards.
- Primary schools should refer to the 'People, Faiths and Questions' provision for Foundation Phase learners and 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

- Traditionally, Religious Education has received equitable time allocation on the school time-table. Every KS3 pupil is allocated 2 50 minute lessons each weekly. GCSE groups are allocated 3 lessons of 50 minutes weekly. For two years, the KS4 Statutory Religious Education groups have been allocated one 50 minute lesson weekly.
- Because the RE teacher has taught 7 lessons of Statutory RE this year, 4 KS3 classes have been taught by unqualified teachers in the subject. These teachers have received guidance from the head of department. A detailed scheme of work, the entire work sheets, reading materials, assessment tasks and Powerpoint presentations have been provided for these teachers by the head of department. The head of department will assess a sample of assessment tasks set for learning group and monitor the books of each group.
- The subject head has a degree in Bible Studies and has over 30 years experience of teaching the subject at Ysgol y Gader. She strives to up-date his expertise in the subject through attending every appropriate course that is offered, through reading widely about the subject and looking at relevant educational Internet sites. Regular opportunities will also be provided at the school to discuss and look at colleagues work. Effective collaboration within the Humanities faculty provides the three teachers with an opportunity to share good learning and teaching practice.
- The department's KS3 programme of study is base don the national model Framework for RE. The department has planned a syllabus which studies the 10 fields spanned by the Framework and assesses the subject's three main skills.
- The school follows GCSE syllabus/WJEC Option B.
- KS4 Statutory RE lessons follow a course prepared by the teacher and that also contributes to Welsh Bac qualifications and the 'Working With Others' Key Skill.
- The department invests less annually in new resources due to the reduced expenditure in the educational world. It is now difficult to purchase books and greater use is made of the Internet and of Youtube presentations in the classroom.
- The school has a lessons observation programme and the Head of Humanities and a management team member monitor quality of learning. The last lesson observed was graded as 'good'.
- Every pupil is aware of his target grade in the subject through a sheet placed on the work book cover. The sheet notes the target for the end of KS3 and the grade awarded for every extended assessment task assessed during the year. These grades are input into the school's tracking system and any under-attainment will become evident to the head of department as she regularly analyses this data. The deaprtment, Head of Humanities and Head of Key Stage are involved in the process of trying to raise pupils achievement. Parents receive detailed reports at the annual parents evenings - referring to classowrk, written work, oracy and every pupil's extended assessment tasks. Two or three targets on how to improve will be discussed with the pupil and his/her parents.
- All KS4 pupils will be awarded a target grade based on their attainment at the end of year 9. This grade will serve as the starting point for year 10 and the grade awarded to around half the pupils will be raised during KS4 as the pupils make progress. Every pupil's success is celebrated and approved in positive comments on work – verbal and written. The teacher will invest much time ensuring that every KS4 pupils has a confident grasp of the answering style used for every question that appears on the examination paper.

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Matters for attention

- More extended tasks need to be planned for KS4 pupils who follow the GCSE course, tasks that will reinforce the literacy framework.
- More group investigative tasks need to be planned for the same pupils – to promote the independent learning skills of the weakest pupils.

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 statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on Collective Worship inspection at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

- Services of worship are regularly held during the registration period. Resources have been recommended for the class teachers to use when planning the worship e.g. file of appropriate readings and prayers. Several also use the services contained on the Beibl.net. site.
- Fewer services of worship have been held in the hall during 2014-5
- Most pupils have a positive attitude regarding participation in collective worship.
- Occasionally, the RE teacher has provided a Service to use at the whole school services on Monday morning - with the worship led by the principal officers.
- A substantial number of Jehovah's Witnesses choose not to attend the whole school worship.
- During 2014-5, a local cleric led the whole school worship (St Marys Priest) – at Christmas)

Matters for attention regarding quality of Collective Worship

- Arrangements have already been made for the RE teacher to have non-contact time during the school year 2015-6 to prepare a regular Service for the whole school services on Monday morning. She will also prepare two shorter classroom services during the week.
- During 2015-6, the school will re-establish holding a morning Service once a week for KS3 and once for KS4 – as well as the whole school worship on Monday morning. The class teachers will organize this worship.
- During 2015-6, there will be a need to monitor that every class receive a regular opportunity to hold 'collective worship'.

Excellent		Good		Adequate	√	Unsatisfactory	
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Signed: David Jones (Headteacher (acting))

Date: 4/6/15