

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments 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; Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Model Guidelines and Profiles (2011), 14-19 (2009).

Standards in Religious Education – progress in learning

KS3 (2016)

- department's percentage L5+ stood at 85.6% in 2016 – gradual progress over the past few years.
- L6+ percentage stands at 47.8% and on average below the other extra-core subjects.
- percentage at L7+ stands at 21.1% that favourably compares with percentage of other extra-core subjects.
- the gap between B/G performance at L5+(- 25.8%) is high and even higher at L6+.

KS4

	2016 (30 pupils)	2015 (26 pupils)	2014 (15 pupils)
A*/A	40%	19%	53%
A* - C	80%	85%	100%
A* - G	100%	100%	100%

- Performance in the subject has been exceptionally good over the past 3 years at KS4.
- Percentage excellence is consistently high and was excellent in 2014 and 2016.

Standards in literacy, numeracy, ITC and thinking skills

- KS4 2016 results are good in the subject with the majority of the learners doing as well in the subject as in other subjects.
- Evidence from lesson observations indicate that the learners make good progress in communication with KS3 assessment tasks also attesting to that.
- Evidence of lesson observations and books monitoring indicate that learners are making good progress in problem-solving skills and skills in improving their learning and performance.

Communication

- Reading standards are good. The majority of the learners read well to each other in pairs. The majority of learners can sort and select evidence to support viewpoints.
- The majority of learners listen attentively to the teachers and to each other.
- The majority of pupils make verbal contributions of very high quality in the classroom, using the information to weigh up within a debate or extended question.
- Able learners write in an extended manner and well. The majority can weigh up their viewpoints very maturely. A minority of learners, specifically certain cohorts of boys, do not sufficiently challenge themselves and in those instances although skim reading and sorting and selection of information is good, work presented leaves room for improvement.

ITC:

1. The majority of learners use their ITC skills to fulfil a range of tasks at KS3 and KS4.
2. Many of the learners can gather information from various electronic sources creating fit for purpose presentations and audience, e.g. article, pamphlet, PPT.

Numeracy

1. There is some evidence of learners having an opportunity to utilize number skills in their books.

Matters to focus on**ASPECTS TO DEVELOP**

- Focus on able and talented learners to set a challenge for L6 and 7.
- Have strategies in place to raise standards achieved by boys;
- Develop literacy, reading and writing, focussing on the boys.
- Set assessment tasks with clear Success Criteria on how to achieve L7+.
- Continue to target and support KS3 learners.
- Work with a specific Group of boys in year 8 to ensure that they receive every support to reach L6+.
- Work to ensure that FSM pupils performance draws more favourable comparison with non-FSM pupils.
- Provide more opportunities for pupils to make greater use of their number skills.

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

- The following indicators should be considered during self-evaluation: the time allocated to the subject, the teachers subject-based information, specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of pupils lessons evaluation and work allow headteachers and heads of department to form an opinion on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Priamry schools should refer to the 'People, Beliefs and Questions' provision for Foundation Phase learners as well as Religious Education 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, Welsh Government Guidance: People, Questions and Beliefs \(2013\)](#), [KS2 and KS3 Model Guidelines and Profiles \(2011\)](#), 14-19 (2009).

Teaching in religious education: planning and range of strategies

- The teachers responsible for teaching the subject are aware of the Curriculum's requirements as outlined in the *Model Framework for Religious Education in Wales*, and the WJEC specifications for GCSE. They also benefit from INSET and are aware of the latest developments such as thinking development, literacy and assessment for learning. INSET time has recently been invested to ensure collaboration within a subject-based network in Gwynedd and Isle of Anglsey to ensure an understanding of the new GCSE specification.
- The teacher responsible for KS4 is a member of Professional Learning Community responsible for selecting fields to develop within the subject.
- The schemes of work contain clear and attainable learning aims and objectives, and the essential skills as well as RE

skills are mentioned. The tasks are pupil-centred, ensuring that they can gain ownership of their learning and take pride in that.

- Lessons commence on an engaging note that immediately focusses the pupils on work. Lessons conclude appropriately to enable the pupils to reflect on the lesson and on the learning strategies.
- The working books contain evidence that shows regular use of assessment for learning and thinking development strategies making the pupils confident and independent learners.
- Self-assessment and peers assessment through meta-cognitive methods have been an important practice for the pupils and enables them to improve their performance and promote reflection on the learning process.
- The department provides ALN pupils with models to assist them to achieve the expected standard and make progress. Vocabulary and terms, writing frames, differentiation handouts are provided and working in mixed ability groups.

Skills provision: literacy, numeracy, ITC and thinking
COMMUNICATION

Reading : Pupils have an opportunity to read various religious and non-literary texts for information gathering. Various reading strategies are used such as scanning, skimming, read closely and paired reading to achieve this. Pupils can thus identify the most appropriate methods for information gathering in various texts.

Verbal Work: Through paired and group work, the pupils confidently provide an extended oral response. For instance, they use small white boards and verbal feedback during peer assessment.

Writing: Following INSET on literacy and the six non-literary texts, the scheme of work has been adapted and extended writing opportunities created e.g. create a pamphlet, article, blog, diary and write a letter to a friend.

The subject terms are displayed around the class to ensure that the pupils are familiar with them and spell them correctly.

ITC: The department provides pupils with opportunities to practice their computer and digital skills.

Numeracy : The department provides opportunities for pupils to occasionally handle statistical data. In essence, the subject uses other forms on information gathering rather than numeracy.

Matters to focus on

- Raise boys standards of writing through emphasising writing skills.
- Provide opportunities for teachers who teach Religious Education as a second subject to have an opportunity to hold regular meetings at the school.

Excellent		Good	x	Adequate		Unsatisfactory	
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Collective Worship

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

Does the collective worship meet 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 Newsletter 10/94), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).

Good features of quality of Collective Worship

- The quality of pupils contributions to school services is very good. Readings have relevance and are good.
- Local ministers occasionally contribute to school services.
- The presentations in the collective services are contemporaneous.
- Arrangements have been made to hold classroom services when pupils do not worship together in the hall. The spiritual element is apparent in the readings.

Matters to focus upon as regards quality of Collective Worship

- Ensure consistent expectations in the registration classes.

Excellent		Good	x	Adequate		Unsatisfactory	
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Signed: *M. Jones* (Headteacher)

Date: 21/5/17