

## Self-Evaluation summary of Religious Education at Ysgol Glan-y-Môr, Pwllheli

### • Question 1: How well do learners achieve?

- Self-evaluation is based on lesson observations, evaluation of pupils' work, interviews with pupils and analysis of teacher assessments and/or exam results.
- Reference should be made to KS3, KS4 (Religious Studies and Religious Education).

### • Concise judgement on the main strengths of learners' achievement **Grade: 2**

- The department follows a new scheme of work based on the series, '**Archwilio Materion mewn Addysg Grefyddol**' (**Exploring Questions in RE**) at KS3. A new theme is addressed approximately every half term. These include personal identity and belonging to religion, religious expression through worship and pilgrimage, the existence of God, rules, prejudice, freedom and justice, war and peace, body and soul, suffering and relationships with others.
- Christianity is focused upon as the main religious tradition in Wales, alongside the other main religions represented here. The Welsh dimension is addressed regularly.
- The schemes of work were drawn up in light of the **National Framework for Religious Education** published by DCELLS and adopted as a county syllabus. Subject skills and skills across the curriculum are addressed.
- **KS3 pupils** are able to respond to religion at several levels. They are familiar with a number of aspects of the world's main religions. They possess an understanding of different religions' views on a number of relevant and contemporary issues. They receive numerous opportunities to voice an opinion and to record in writing. A number of thinking skills are used to promote analysis and nurture an appreciation of religion.
- A comparatively consistent number of **KS4 pupils** choose Religious Studies as a subject to follow for the GCSE external exam. All Year 10 and 11 pupils follow modules in Religious Education as part of the Personal and Social Education provision.
- In 2008, the A\* - C percentage of GCSE candidates stood at 92% (the A\*/A percentage was 67%). In KS3, 68% of pupils managed to attain level 5 or above.
- The department regularly receives visitors. These include local church leaders and youth workers from the 'Trobwynt' Christian movement working locally.
- There are regular visits to local churches, a synagogue in Manchester and Liverpool's Catholic Cathedral. Pupils have also visited the cinema to watch films relevant to the themes being studied – 'Amazing Grace' (William Wilberforce and the abolition of slavery), 'The Boy in the Striped Pyjamas' (the Holocaust).

### • What aspects will be addressed by the department in the next two years?

- A new course will be prepared for KS4 – selecting specification B instead of A.
- Some skills will be developed further, following self-evaluations of the department's work, e.g. developing number, independent investigation.
- An effort will be made to increase the numbers selecting Religious Studies as an option for GCSE.
- Raise the percentage attaining level 5 in KS3.

Evaluation completion date:

15/07/09

Signed: (Head)

**Menai Jones**

**Question 2: How well do learning experiences meet the needs and interests of learners and the wider community?**

- Self-evaluation is based on lesson observations, evaluation of pupils' work, interviews with pupils, and an evaluation of joint-worship periods and PSE lessons.
- Reference should be made here to pupils' spiritual, moral, social and cultural development.

**Concise judgement on the quality of the provision**

**Grade: 2**

- The school endeavours to create a welcoming atmosphere where pupils' welfare is always a priority. School staff are always prepared to listen to pupils and are open to contact with, and visits from, parents.
- The school complies with the requirements for collective worship. Services for specific years and collective services are held in the hall. There are regular visits from local religious leaders. Registration periods, when children are not in the hall, contain an act of worship. The themes for every week include readings, prayers and meditation material. They contain religious, moral and cultural elements that stimulate spiritual development.
- The school's policies provide clear guidance on matters involving children's welfare including elements such as bullying.
- The School Council meets regularly and gives pupils opportunities to garner the opinion of fellow pupils, express that opinion and report back on this to their peers.
- A comprehensive PSE programme is planned in order to promote values such as respect, discuss moral issues, nurture responsibility and self-respect. These lessons provide pupils with an opportunity to express their viewpoints, develop an opinion and mature into responsible citizens. Days are organized in order to inform pupils of the work of various agencies in the welfare field.
- The curriculum is enhanced through offering a wide range of extracurricular activities. These make a useful contribution to the personal and cultural development of pupils. They include visiting the theatre and cinema, fieldwork, trips overseas, visits to religious and historical buildings, competing at Urdd eisteddfodau, staging a musical and a Christmas concert or service.
- The school's pupils regularly fund raise for charities – including Christian Aid, Readathon and Jeans for Genes on an annual basis, as well as the Air Ambulance, Children in Need and Comic Relief.

**What aspects will the school address over the coming year?**

- Develop the element of meditation during collective worship, e.g. prepare photographs on PowerPoint on the themes of services.
- Expand the PSE provision by adding further elements at KS3.

**Evaluation completion date:**

**15/07/09**

**Signed: (Head)**

**Menai Jones**