

**Religious Studies Department/Year Full Self Evaluation Report  
(Summer 2015)**

Department/Year Full Self Evaluation Reports will use the same format as the Estyn School Self Evaluation document. Please note the following:

1. Underline the judgement for each quality indicator within each of the three Key Questions;
2. Outline achievements in relation to each relevant quality indicator. The use of bullet points is encouraged and statements should be concise and evaluative;
3. Ensure all Departmental Improvement Priorities are represented;
4. Only complete sections that are relevant to your department. For example 3.1.2; How good is the work of the governors and other supervisory boards? This will not be relevant to most departments.
5. Summarise:
  - a. What is outstanding in the department;
  - b. What the department will address during the next year.
6. Making an overall judgement for each of the three Key Questions.
7. All Curriculum Leaders, Subjects Leaders and Leaders of Learning should consult line managers for further guidance and advice;
8. Completed DSE are to be emailed to T Worthing by the set deadline.
9. The deadline for completion of **Key Question 1** Standards is **Friday March 27<sup>th</sup> 2015.**
10. The deadline for the completion of **Key Question 2** Provision and **Key Question 3** Leadership is **Friday 10<sup>th</sup> July 2015.**

**Estyn Judgement descriptions:**

- Excellent** - Many strengths, including significant examples of sector leading practice
- Good** - Many strengths and no important areas requiring significant improvement
- Adequate** - Strengths outweigh areas for improvement
- Unsatisfactory** - Important areas for improvement outweigh strengths

**Estyn Proportions:**

- Nearly all** - with very few exceptions
- Most** - 90% or more
- Many** - 70% or more
- A majority** - over 60%
- Half** - 50%
- Around half** - close to 50%
- A minority** - below 40%
- Few** - below 20%
- Very few** - less than 10%

**Evidence:**

When making a judgement indicate in the evidence column where this can be found. An evidence file should be kept within your department/year group

	<b>SIP/DIP</b>	<b>Evidence</b>
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<p style="text-align: center;"><b>KQ1: Outcomes</b> <i>Excellent/ Good/ Adequate/ Unsatisfactory</i></p>	<p style="text-align: center;"><b>Priorities</b></p>	
<p><b>1.1.1 How are results and trends compared with national averages, similar providers and prior attainment?</b> <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ At KS4 GCSE short course has consistently out performed Welsh and National averages for the past three years. KHS A* - C = 76% compared to Nationally 56.7% and Wales</li> <li>✓ At KS4 GCSE Full course has outperformed welsh and National averages for 2 out of the past three years. Results have dipped in 2014 to 58% A* - C this is below Wales and national averages. The cohort did however outperform their FFTD target.</li> <li>✓ WJEC item level data shows that 100% of candidates from KHS attempted all questions on the paper, demonstrating a good level of resilience.</li> <li>✓ At KS5 pupils have outperformed Welsh and national averages for the past three years in 2014 A* - C was 83.33% compared to Wales 78.1% and Nationally 79.5%</li> <li>✓ KS3 there is a sustained improvement at L5+ 2014 92% reached level 5+ There is no comparative data for KS3 RE at the moment, when compared to other local authorities who do report on RE KHS is significantly higher (for example Merthyr SACRE reports 52.6% A*-C with the consortium at 70%).</li> </ul>	<p>2.1 2.2 2.3</p>	<p>Departmental Examination Analysis JCQ data base WJEC Item level data</p>
<p><b>1.1.2 How are standards of different groups of pupils?</b> <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ In KS3 nearly all EFSM students reach or exceed their target level at L5+ there is positive residual of 0.70%.</li> <li>✓ EFSM did not perform as well at GCSE SC this year and is an ongoing area for development</li> <li>✓ Nearly all ALN students achieve their potential. Lower ability students have been catered for though an Entry Pathways Humanities Qualification. MAT students achieve well at GCSE short course with 11.54% of students achieving A*</li> <li>✓ Girls currently outperform boys in KS3 and 4 (-17.3%), the percentage difference at KS3 L5+ is negligible at -2.93% though greater at GCSE. At KS5 boys outperform the girls (AS + 30% )</li> <li>✓ Boys perform better in religious studies at KHS than they do in Wales as a whole or Nationally. KHS 65.57% of boys achieved grade C and above, compared to 49.1% nationally and 52.9% in Wales</li> </ul>	<p>2.1 2.2 2.3</p>	<p>JCQ data base Departmental Examination Analysis Sacre reports <a href="http://democracy.merthyr.gov.uk/documents/s25587/Appendix.pdf">http://democracy.merthyr.gov.uk/documents/s25587/Appendix.pdf</a></p>
<p><b>1.1.3 How are achievement and progress in learning?</b> <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Lesson observation consistently shows that standards of achievement in lessons are excellent or good across the department. (100% Good / excellent)</li> </ul>	<p>2.1 2.2 2.3</p>	<p>Departmental Self Evaluation: Lesson observations Book scrutiny Listening to learners survey Monkey</p>

<ul style="list-style-type: none"> <li>✓ <i>There is evidence of good AFL in student's books. Pupils reflect on their learning before receiving clear feedback and close the gap marking from staff. This enables dialogue and the pupil is able to see how they can develop over time. Most pupils understand the level expectations and what the next steps are to achieve. Average uplift of 1 level in assessments where students have used reflection time effectively.</i></li> <li>✓ <i>Pupils state that feedback in RE helps them to improve (88% of respondents)</i></li> <li>✓ <i>Year 9 Listening to learners (Survey Monkey / Lesson observations) shows that pupils are aware of their progress and the next steps needed to improve. Listening to learners student stated 'In RE we are given ideas to expand our answers and improve them.' 'RE tells us what to do to get a higher level.'</i></li> </ul>		<p>Teacher mark books</p> <p>PM lesson observations</p>
<p><b>1.1.4 How are pupils' Skills?</b>  <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <p>The development of skills is good, students make good progress with their subject skills. Key stage three curriculum offers a wide variety of opportunities to develop literacy skills and a number of opportunities to develop numeracy skills</p> <ul style="list-style-type: none"> <li>✓ Students extended writing is well developed</li> <li>✓ Samples of extended writing have been verified as being of the correct standard by NSP</li> <li>✓ Students read a range of texts fluently</li> <li>✓ Oracy skills are well developed through a wide range of activities.</li> </ul>	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.5</p>	<p>(Where appropriate)Departmental examination analysis.</p> <p>Departmental Self Evaluation:  Lesson observations  Book scrutiny  Listening to learners.  Exemplar portfolio (U drive)  Departmental Schemes of work</p>
<p><b>1.1.5 How are pupils' Welsh language skills?</b>  <i>Excellent/ Good/ <b>Adequate</b>/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Nearly all Pupils respond to the register in welsh</li> <li>✓ Nearly all pupils complete class work, date and lesson objective in Welsh at the beginning of lessons</li> <li>✓ RD is more confident with Welsh than others in the department.</li> </ul>	<p>2.3</p>	<p>Lesson observations  Book scrutiny  Listening to learners</p> <p>Departmental Schemes of work</p>
<p><b>1.2.1. How are attitudes to keeping healthy and safe?</b>  <i><b>Excellent</b>/ Good/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Lesson observations demonstrate that students arrive in lessons in a calm orderly manner. Students line up and wait patiently in lessons.</li> <li>✓ Pupils feel safe in their lessons and as a consequence actively participate in lessons.</li> <li>✓ Lesson observations also show that were more active lessons are taking place students are aware of acceptable and unacceptable behaviour when moving around the class room, with a small minority needing to be reminded.</li> </ul>	<p>2.4</p>	<p>Listening to learners</p> <p>Extra-curricular/revision/catch up activity log plus pupil attendance registers.</p>

<ul style="list-style-type: none"> <li>✓ Lessons have only a very small number of behaviour issues, pupils consequently feel confident to develop their learning.</li> <li>✓ Nearly all students react appropriately to fire alarms and know where to go and how to leave the building in a safe manner</li> </ul>		
<p><b>1.2.2. How are participation and enjoyment in learning?</b>  <i>Excellent/ Good/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Nearly all learners participate well in lessons. Lessons are well differentiated with good pace, which enables access for all learners.</li> <li>✓ Survey Monkey survey indicates a high level of enjoyment and satisfaction with resources and methods within the RE department.</li> <li>✓ Students regularly attend catch up sessions at lunch breaks and are comfortable when asking for further help with tasks.</li> <li>✓ Lesson observations show that pupils enjoy their RE lessons and fully take part in paired and group work, they are comfortable answering class questions and taking part in discussions.</li> </ul>	<p>2.4 2.6 3.5</p>	<p>Departmental Self Evaluation: Lesson observations Book scrutiny Listening to learners Survey Monkey</p> <p>Extra-curricular/revision/catch up activity log plus pupil attendance registers.</p>
<p><b>1.2.3. What is the extent of pupils' community involvement and decision-making?</b>  <i>Excellent/ Good/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Underdeveloped at the moment, students are beginning to be involved in the designing of areas of the RE curriculum as a result of listening to learners survey. This initiative is only just beginning</li> </ul>	<p>2.4 3.5</p>	<p>Departmental action points documenting discussion of pupil involvement in their learning.</p>
<p><b>1.2.4. How are pupils' social and life skills?</b>  <i>Excellent/ Good/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Behaviour is very good in the department. High expectations are set for students who interact with each other and staff well.</li> <li>✓ Pupils listen attentively and respectfully to the views of others.</li> <li>✓ The majority of pupils work well in group tasks</li> </ul>	<p>2.4 3.5</p>	<p>Departmental Self Evaluation: Lesson observations Book scrutiny Listening to learners</p> <p>Extra-curricular/revision/catch up activity log plus pupil attendance registers.</p>
<p><b>What is outstanding in the department?</b></p>	<p><b>What the dep't will address during the remainder of the year?</b>  (Please ensure these align with the SIP and DIP/YIP)</p>	
<ul style="list-style-type: none"> <li>✓ Marking and feedback, there is a clear dialogue between the pupil and teacher.</li> <li>✓ Sharing of good practice across the faculty using the resources wall in the humanities office</li> <li>✓ Use of reflection time for students to correct work, read comments and act on advice given.</li> <li>✓ Innovative resources</li> </ul>	<ul style="list-style-type: none"> <li>✓ KS3 L6+</li> <li>✓ Develop e-learning resources for use with iPad</li> <li>✓ Develop a comment bank for reporting progress in literacy (WL2)</li> <li>✓ Involving learners in the shaping and adapting of units of work as a result of Listening to learners</li> <li>✓ Develop the use of the welsh language in lessons, in particular students to use more complicated sentences when asking for items</li> </ul>	

such as pens, rulers or if they need to leave the room.

**KQ2: Provision**

*Excellent/ Good/ Adequate/ Unsatisfactory*

**SIP/DIP  
Priorities**

**Evidence**

**2.1.1. How well do we meet the needs of learners, employers and the community?**

*Excellent/ **Good**/ Adequate/ Unsatisfactory*

- ✓ Departmental planning of learning experiences stimulate, challenge and engage all groups of learners in lessons
- ✓ Departmental schemes of work build systematically on existing knowledge, understanding and skills from KS3 into KS4 and KS5.
- ✓ The department offers a wide range of courses at GCSE and A level that contribute to the school's curriculum offer at KS4 and KS5 allowing all pupils equal access to an individualised learning pathway that meets their needs. To cater for boys the department has specifically chosen a GCSE short course that includes topics to engage male learners, such as religious attitudes to Genetic engineering and the sanctity of life.

3.6

Religious Education Departmental Self Evaluation:  
Lesson observations  
Book scrutiny  
Listening to learners (whole school and departmental)

Religious Education department Schemes of work

Departmental / Faculty action points

<ul style="list-style-type: none"> <li>✓ Wide range of tailor made resources have been created to facilitate courses at all levels, these include: differentiated booklets, ICT resources, and text based resources and video.</li> <li>✓ £650 has been spent this year on colour copying of resources to engage pupils, these have been placed in sturdy folders for longevity. Learners commented during lesson observations that they enjoyed having the colour booklets, as they were professional and interesting.</li> <li>✓ To facilitate all students in years 10 and 11 following the full course GCSE, year 9 begin their GCSE study after Whitsun half term.</li> <li>✓ Intervention and revision programmes offered by the department take account of barriers for learners allowing them to make substantial progress.</li> <li>✓ Members of the department are available each lunch time to ensure that students who need access to equipment (lap top / iPad / texts) are able to do so.</li> <li>✓ Students are encouraged to reflect on their own learning and set targets for improvement through repair and reflect time in lessons..</li> <li>✓ Students are able to track their own progress from year to year, this begins with a sheet 'entitled 'How did I do last year?' Students record their level / grade for the previous year and set a target for the current year. Students then track their progress during the current year with a half termly tracker.</li> </ul>		<p>documenting discussion of planning of learning experiences in and out of the classroom. Good practice examples on the T&amp;L board in the Humanities office</p>
<p><b>2.1.2. How well do we provide for skills?</b>  <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Department has been identified as a lead department for the development of literacy.</li> <li>✓ Department provision for literacy development is coherent and fully embedded</li> <li>✓ A range of 'rich' tasks have been created for the delivery of the literacy curriculum.</li> <li>✓ Schemes of work allow for the development of pupils' skills, especially their literacy and numeracy skills, in a progressive manner with greater challenge and context added as pupils become more proficient.</li> <li>✓ Department has contributed moderated resources to the literacy PLC e-portfolio to exemplify year 9 skill levels.</li> <li>✓ Lesson observations highlight that skills are well developed in lessons. Lesson plans are adapted as necessary to assist those that need more specific help.</li> <li>✓ Listening to learners demonstrates a wide variety of skills that are developed in Religious education.</li> <li>✓ Schemes of work highlight the use of ICT, and a wide variety of ICT packages are used to prepare, deliver and facilitate lessons.</li> <li>✓ The department has purchased 20 iPads for use in the delivery of lessons. Resources are</li> </ul>	<p>2.1 2.4 2.5 3.3</p>	<p>Religious Education Departmental Self Evaluation:  2.5 Lesson observations  3.3 Book scrutiny  Listening to learners (whole school and departmental)</p> <p>Departmental Schemes of work (LNF codes)</p> <p>Literacy e-portfolio</p>

<p>being created for use with the hardware that makes use of innovative Apps. Pupils are becoming confident when using these in lessons and demonstrate a responsible attitude towards them during lessons.</p> <ul style="list-style-type: none"> <li>✓ (Where appropriate) Intervention programmes are in place to support identified pupils in improving their literacy and numeracy skills. SIMs sheet at Y11. Revision programmes. KS3 classroom based intervention – differentiation of resources/tasks/roles.</li> <li>✓ Lesson observation highlight skills are embedded and where needed programmes of study are adapted to support those pupils working below expected levels and challenge MAT pupils.</li> <li>✓ Pupils can identify their use of skills in Religious Education. Listening to Learnings survey gave the following results when asked in which lesson they had opportunity to develop skills. 74% identified working with others, 71% identified thinking Skill and 60% identified Improving own learning performance.</li> <li>✓ Differentiation is identified as a strength of the department.</li> </ul>		
<p><b>2.1.3. How well do we provide for the Welsh language and Welsh dimension?</b>  <i>Excellent/ Good/ <b>Adequate</b>/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ The department promotes the use of incidental Welsh and promotes Y Cwricwlwm Cymreig allowing pupils to develop a good knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. These are embedded in the SoW at all key stages.</li> <li>✓ Department, together with the Humanities faculty is leading on a whole school initiative to increase the use of Welsh in class GTM and RD have devised a Welsh language placemat for use in lessons, which has been incorporated into the school planner for 2015 – 16.</li> <li>✓ Pupils are greeted in Welsh and key actions are facilitated through Welsh (stand / sit/ listen / watch and so on)</li> <li>✓ Curriculum Cymreig is highlighted in Schemes of work where relevant.</li> <li>✓ Video resources and examples are used in a Welsh context wherever possible.</li> <li>✓ The multicultural nature of Wales is explored through the variety of themes that are studied.</li> <li>✓ 92% of pupils state that they answer the register in Welsh and 77% that they routinely write classwork and date in Welsh however, listening to learners demonstrates that there is still work to do in this area to further develop pupil confidence in using Welsh during lessons.</li> </ul>	<p>1.1</p>	<p>Religious Education Departmental Self Evaluation:  Lesson observations  Book scrutiny  Listening to learners (whole school and departmental)</p> <p>Welsh language Mat</p>



<p><b>2.1.4. How well do we provide for Education for Sustainable Development and Global Citizenship?</b>  <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Opportunities are taken wherever possible to explore the meaning of the world and the role of human beings within the world at all key stages.</li> <li>✓ 53% of students who took part in the listening to learners stated that they recognised ESDGC and so it is concluded that more work needs to be done to highlight this in lessons.</li> </ul>	1.1	<p>Religious Education Departmental Self Evaluation:  Lesson observations  Book scrutiny  Listening to learners (whole school and departmental)</p> <p>Departmental Schemes of work</p>
<p><b>2.2.1. How well do we evaluate the range and quality of teaching approaches?</b>  <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ All teachers ensure that pupils are motivated and engaged, and secure pupils' good progress and learning. Lesson observation data demonstrates that 100% of lessons demonstrated motivated, engaged pupils that made good or excellent progress.</li> <li>✓ All members of the department are subject specialists with an excellent understanding of the subject.</li> <li>✓ Teachers make very good and imaginative use of resources, including technology to enhance learning. All members of the Religious Studies departments are members of PLC's. HD has jointly lead the pair and group work PLC and RD has as Acting Assistant Head Teacher has oversight of the implementation of LNF across the school.</li> <li>✓ Pupil teacher relationships within the department are very good, listening to learners and lesson observations demonstrate a high level of engagement and enjoyment in lessons.</li> <li>✓ Learning support staff are mostly used effectively; and are mostly successful in providing demanding work to meet the needs of all pupils, for example those with SEN.</li> </ul>	3.1 3.2 3.3	<p>Religious Education Departmental Self Evaluation:  Lesson observations  Book scrutiny  Listening to learners (whole school and departmental)</p> <p>Departmental Schemes of work see examples of differentiation for ALN</p>
<p><b>2.2.2. How well do we raise pupils' achievement through assessment of and for learning?</b>  <i><b>Excellent</b>/ Good/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Detailed, diagnostic feedback is given to pupils using the WWW / EBI codes, leading to good and in many cases excellent outcomes.</li> <li>✓ Pupils are routinely provided with reflection time to work on improving work, these sessions are identified in the department scheme of work</li> <li>✓ All books demonstrate excellent quality formative assessment.</li> <li>✓ 95% of pupils felt that their books were marked regularly or quite regularly.</li> <li>✓ 91% of pupils stated that marking help them to know what they are doing well.</li> <li>✓ 89% of pupils felt that marking helped them understand how they could improve. One pupil wrote 'RE tells us what to do to get a higher grade.' Another wrote 'In RE we are given ideas to expand our answers and improve them' (T&amp;L survey KS3 June 2015)</li> <li>✓ Parents/carers are kept well informed about their children's achievements, wellbeing and</li> </ul>	2.3 2.4 3.2 3.3	<p>Religious Education Departmental Self Evaluation:  Lesson observations  Book scrutiny  Listening to learners (whole school and departmental)</p>

<p>development through high quality subject reports</p> <ul style="list-style-type: none"> <li>✓ Pupils' progress and wellbeing are tracked across the department at individual, group and subject levels. As a result, teachers and other adults plan lessons well to meet pupils' learning needs.</li> <li>✓ Diagnostic information is used to plan lessons to meet the needs of pupils of all levels.</li> <li>✓ Pupils identified RE marking and feedback as providing good guidance on how to improve their standard of work.</li> <li>✓ Teacher planners and school tracker demonstrate improved results in both KS3 assessments and KS4 / 5 assessment tests</li> </ul>		
<p><b>2.3.1. How well do we meet the provision for health and wellbeing including spiritual, moral, social and cultural development?</b></p> <p><i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Effective arrangements within the department exist to support pupils' health and wellbeing through challenging inappropriate behaviour or attitudes including bullying. Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development.</li> <li>✓ The department uses rewards such as merit stickers, and praise postcards effectively to promote positive behaviour and attitudes. The department participates in the school awards evenings, providing detailed reasons to support their choices of recipients for awards.</li> <li>✓ The department places great emphasis on excellent attendance and punctuality.</li> <li>✓ Spiritual, moral, social and cultural aspects of life are firmly embedded in the schemes of work.</li> <li>✓ Pupils are challenged to consider their own and others responses to spiritual, moral, social and cultural issues</li> <li>✓ Gender, ethnic and religious stereotypes are routinely challenged when necessary. The nature of the subject content means that sensitive topics are often tackled. Students set their own criteria for engaging in group and class discussions. They are clear about how to act and what is considered appropriate behaviour. Where inappropriate behaviour is witnessed it is dealt with immediately and the AHT responsible for inclusion contacted,</li> <li>✓ Inappropriate comments, views or actions are dealt with swiftly.</li> <li>✓ A policy exists for those pupils who wish to be withdrawn from Religious Education</li> </ul>	3.5	<p>Religious Education Departmental Self Evaluation:</p> <p>Lesson observations Book scrutiny Listening to learners (whole school and departmental)</p> <p>Pupil planners stickers Praise post cards Awards evenings</p>
<p><b>2.3.2. How well are pupils supported with specialist services, information and guidance?</b></p> <p><i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Department creates detailed leaflets and guidance notes for students moving from KS4 – 5 so that they can make informed choices.</li> </ul>	1.6 2.5 3.6	<p>Transition and choices booklets Department / faculty minutes SACRE minutes</p>

<ul style="list-style-type: none"> <li>✓ Information notes are provided for year 6 parents via the year 6 open evening.</li> <li>✓ Department works with the AHT responsible for transition and takes a full role in the transition days.</li> <li>✓ Every two years the department organises a transition event entitled ‘celebrating RE’ which is supported by the Monmouthshire SACRE.</li> <li>✓ RD’s membership of the monmouthshire SACRE enables the department to respond through an official body on new developments in education, e.g the department recently contributed to the WG questionnaire on the ‘Donaldson Report.’</li> <li>✓ Department has good links to specialist support within the school (LNF / ALN) to develop resources that best support all students.</li> </ul>		
<p><b>2.3.3 How good are our safeguarding arrangements?</b>  <i>Excellent/ Good/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ The department/year group follow whole school safeguarding procedures and all offices and classrooms have a safeguarding poster in place.</li> <li>✓ All members of the department routinely wear their school staff identification badge, which has a copy of the safeguarding arrangements on the back.</li> <li>✓ Health and safety in the classroom is taken into account in the classroom. For example when moving around with laptops, or during active lesson activities.</li> </ul>		<p>Departmental Self Evaluation:  Lesson observations  Ssow</p>
<p><b>2.3.4. How well do we meet the needs of pupils with Additional Learning Needs?</b>  <i>Excellent/ Good/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ The department links with the school ALNCO and uses the ALN register to access up to date information on pupils with ALN ensuring all groups of learners needs are met within the classroom setting.</li> <li>✓ Pupils with ALN access all areas of the departmental curriculum unless a pupil is dis-applied. Department plans for pupils with ALN through detailed use of IEPs</li> <li>✓ Differentiation takes place at all levels to ensure that all pupils (MAT / ALN / EFSM etc) have full access to all lessons and provide outcomes commensurate with their ability.</li> <li>✓ Teachers mostly liaise with the teaching assistant to ensure pupils with ALN are integrated and supported in lessons allowing pupils to make at least good progress (this is an area for further development)</li> <li>✓ Parents have a right to withdraw students from Religious Education. This is discussed with the AHT for inclusion and an individual plan is put in place. (currently now students are withdrawn from Religious Education)</li> </ul>	<p>1.3  2.3  3.3</p>	<p>Departmental meeting action points document:</p> <ul style="list-style-type: none"> <li>✓ School tracker</li> <li>✓ Ssow</li> <li>✓ Department / Faculty minutes</li> </ul>

<p><b>2.4.1. How well do we evaluate the ethos, quality and diversity of our department?</b>  <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ The department promotes an inclusive ethos where all pupils receive equal access to all areas of the departmental provision.</li> <li>✓ Department devise daily act of collective worship for the school, this comprises of a multimedia resource such as video and discussion points to accompany the themes for the week.</li> <li>✓ The department makes the most of every opportunity to promote and celebrate the diversity of the school and local community.</li> <li>✓ The department offers equal access to the curriculum and out-of-school learning, including educational trips and visits; (Rome / New York / Washington / St Davids )</li> <li>✓ The department routinely challenges stereotypes in pupils' attitudes</li> <li>✓ Gender gap in attainment is analysed where appropriate and strategies put in place to tackle underachievement of boys / girls / EFSM</li> </ul>	<p>3.1</p>	<p>Religious Education Departmental Self Evaluation:  Lesson observations  Book scrutiny  Listening to learners (whole school and departmental)</p> <p>Collective worship folder U drive</p> <p>Curriculum enrichment activities.</p> <p>Departmental Examination Analysis</p>
<p><b>2.4.2. How well do we ensure that the physical environment is appropriate for pupils' needs?</b>  <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Bids are made to PTCA improve the physical environment. Most recently a successful bid was made to secure some new notice boards for the humanities corridor.</li> <li>✓ The department has a supply of good quality resources well matched to pupils' learning needs. Where resources do not exist for courses followed by the department, good quality resources are created.</li> <li>✓ Classroom displays are of a good quality, and contribute to a safe learning environment.</li> <li>✓ Departmental learning environment audit is carried out to identify needs that can be actioned.</li> </ul>	<p>1.2</p>	<p>Departmental Self Evaluation:  Lesson observations  Book scrutiny  Listening to learners</p> <p>Capitation records</p> <p>Departmental learning environment audit.</p>
<p><b>What is outstanding in the department?</b></p>	<p><b>What the dep't will address during the remainder of the year?</b>  (Please ensure these align with the SIP and DIP/YIP)</p>	
<ul style="list-style-type: none"> <li>✓ Assessment for and of learning.</li> <li>✓ Excellent links with the literacy and numeracy champion, whereby joint planning has taken place and resources for 2015-16 trailed by maths department to identify differentiation needs.</li> <li>✓ Ethos and working environment</li> <li>✓ Co-working and planning between faculty subjects</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continue to develop resources for literacy and numeracy. Next step is to develop reading tasks in line with the national reading tests.</li> <li>✓ Continue to develop new Ssow for KS3 taking into account the mapped LNF activities that have been identified</li> <li>✓ Implement new school marking policy to improve the dialogue with learners. There is room and opportunity for further development of similar strategies within this framework.</li> <li>✓ Make use of the DIRT (Direct Improvement and Reflection Time) to ensure pupils are trained to use the feedback they are given to improve and/or extend their learning.</li> </ul>	

	<ul style="list-style-type: none"> <li>✓ Continue to work with the school PLCs to develop T&amp;L strategies</li> <li>✓ Develop a bank of resources for use with iPad including interactive text books.</li> <li>✓ Bid for PDG monies to develop resources for EFSM pupils to remove barriers for learning impact outcomes.</li> </ul>
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<p style="text-align: center;"><b>KQ3. Leadership</b> <i>Excellent/ Good/ Adequate/ Unsatisfactory</i></p>	<p style="text-align: center;"><b>SIP/DIP Priorities</b></p>	<p style="text-align: center;"><b>Evidence</b></p>
<p><b>3.1.1. How good are our strategic direction and the impact of leadership?</b> <i>Excellent/ Good/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ SL ensures all staff share and understand the school's common vision, values and purpose.</li> <li>✓ Meeting Agendas across the faculty contain common elements derived from Line management meetings with CL.</li> <li>✓ All leaders within the faculty communicate high expectations for securing improvement and challenge staff positively to good effect.</li> <li>✓ CL currently engaged with iNet Aspiring Leaders programme.</li> <li>✓ CL and SL work collectively to ensure a common approach to T&amp;L across the faculty.</li> <li>✓ Regular meetings (once per fortnight) take place between CL and SLs</li> <li>✓ Standardisation and moderation of students work takes place (For future development – moderation / standardisation to be a regular half termly activity within departmental development time.)</li> </ul>	<p>1.1 1.3 1.5</p>	<p>Departmental meeting action points document:</p> <ul style="list-style-type: none"> <li>✓ Discussion of teaching and learning</li> <li>✓ Analysis and evaluation of pupil progress at each data collection point</li> <li>✓ Standardisation and moderation of pupil work.</li> </ul> <p>Line management meeting minutes. (humanities and Social sciences)</p>

<p><b>3.2.1. How well do we carry out self-evaluation including listening to learners and others?</b>  <i>Excellent/ Good/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ CL / SL has an accurate picture of the department / Faculty's strengths and weaknesses.</li> <li>✓ 100% of RE department teachers have been graded excellent this year during lesson observations. RE department staff performed well during ESTYN inspection. (Humanities faculty has 100% staff graded good / excellent ).</li> <li>✓ There is a rigorous annual self-evaluation cycle in place that uses feedback from lesson observations, book scrutiny and listening to learners to monitor the quality of outcomes and provision.</li> <li>✓ Department uses performance data to continually review progress and provision.</li> <li>✓ Learners are consulted on some elements on the curriculum. Pupil's feedback is valued and acted upon.</li> </ul>	<p>1.3 3.1</p>	<p>Departmental Self Evaluation:  Lesson observations  Book scrutiny  Listening to learners  Outcomes of DSE</p> <p>Departmental meeting action points</p> <p>Departmental Examination Analysis</p>
<p><b>3.2.2. How good is our planning and securing of improvement?</b>  <i>Excellent/ Good/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Annual DDP are produced that align to the SDP. Planning is based on previous DSE and whole school self-evaluation and takes account of local and national priorities.</li> <li>✓ The department has a good track record of maintaining or improving standards and provision.</li> </ul>	<p>1.1</p>	<p>Department development plan  Departmental Examination Analysis</p> <p>Departmental meeting action points</p>
<p><b>3.3.1. How good are strategic partnerships?</b>  <i>Excellent/ Good/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ RD is a teacher representative on the Monmouthshire SACRE</li> <li>✓ All members of the department are involved PLCs and are provided with time at departmental meetings to feedback on best practice. HD leads PLC on group and paired work; JAD works with the literacy PLC. RD has established the school PLCs and had a strategic overview of the whole school implementation of the LNF.</li> <li>✓ RD and HD have worked with numeracy champion NC to develop numeracy tasks for years 7 – 9.</li> <li>✓ All members of the department are involved with peer learning triads to share best practice</li> <li>✓ RD has worked as AAHT for a term and will continue as CL link to SLT for 2015 – 16</li> <li>✓ RD has participated in NSP Speak it, read it, write it programme</li> <li>✓ Best practice is routinely shared across the faculty through observations, regular meetings and T&amp;L best practice board in the Humanities office.</li> <li>✓ RD has made links with EAS CA and has had input into Estyn monitoring visits for Recommendation 2, on which she has led for a term.</li> </ul>	<p>2.6 3.4 3.6</p>	<p>SACRE minutes</p> <p>PLC minutes / folder U drive</p> <p>Faculty minutes</p> <p>T&amp;L board</p> <p>Estyn monitoring impact assessments.</p> <p>R2 impact log</p>

<p><b>3.3.2. How good are joint planning, resourcing and quality assurance?</b>  <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ Department has created 'planning and development' links with NC and JRJ to effectively develop resources for LNF and trial them before implementation.</li> <li>✓ Literacy Champion has quality assured examples of year 9 work. Work has been shared with the literacy PLC.</li> <li>✓ Department routinely meets to discuss the curriculum and jointly plan new resources, units and lessons.</li> <li>✓ Capitation and bids are used effectively to resource the department.</li> <li>✓ Faculty works together ensure a common approach to marking, feedback, group work etc.</li> <li>✓ Faculty shares key resources (e.g., printing)</li> </ul>	<p>1.6 2.1 2.2 3.6</p>	<p>LNF minutes Literacy PLC folder Religious Education Schemes of work. Lesson observations Book scrutiny</p>
<p><b>3.4.1. How good is management of staff and resources?</b>  <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ The department as part of the humanities faculty operates as part of a well-established professional learning community that enables staff to develop and share their professional knowledge, and supports teaching of good quality across the school.</li> <li>✓ Within departments staffing and financial resources are managed and deployed effectively to support learning improvement of all groups of learners.</li> <li>✓ All members of the department are subject specialists that deployment takes into account their personal strengths and expertise.</li> <li>✓ HD recently completed an external course on counselling.</li> <li>✓ Professional development is an important feature of the Religious Education department. Department staff are developed and trained to enable them to take on further roles or move to more senior roles (JAD recently appointed Head of Welsh Bacc and Skills / HD ALoL Year 11 and AEP ALoL year 9, RD AAHT Teaching and Learning.)</li> <li>✓ Where supply staff has been required (MAT leave / long term illness) every effort is made to secure good quality specialist RE teachers.</li> <li>✓ PDG and EIG funds are used effectively to obtain resources to improve attainment of vulnerable groups. For example iPads have been purchased for use in Religious education this initiative is aimed at removing the barriers for learning for vulnerable groups and improve their attainment in lessons. This strategy is currently quite new and we would be looking to evaluate its effectiveness in the near future</li> <li>✓ Wherever possible resources are shared across the faculty to reduce overall cost.</li> </ul>	<p>1.2</p>	<p>Deployment sheets Capitation records</p> <p>EIG / PDG evaluation</p> <p>Departmental timetable staffing records and evaluation</p>

<ul style="list-style-type: none"> <li>✓ New projects and courses are carefully costed before being implemented.</li> </ul>		
<p>3.4.2. <b>Do we provide value for money?</b>  <i>Excellent/ <b>Good</b>/ Adequate/ Unsatisfactory</i></p> <ul style="list-style-type: none"> <li>✓ The department's spending of capitation relate well to priorities for improvement and the benefit of all groups of learners.</li> <li>✓ Departmental bids are closely aligned to PDG / EIG priorities.</li> </ul>	1.2	<p>Capitation records</p> <p>Departmental timetable staffing records and evaluation</p>
<p><b>What is outstanding in the department?</b></p>	<p><b>What the dep't will address during the remainder of the year?</b></p>	
<ul style="list-style-type: none"> <li>✓ Departments in Humanities work together for consistency and to support the development of reflective practice.</li> <li>✓ The creation of a Humanities PLC that supports staff, planning and the development of T&amp;L.</li> <li>✓ All staff given opportunities to share good practice.</li> <li>✓ Professional development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluate the impact of the use of iPads as a learning tool on the attainment of pupils, particularly those who are EFSM or LAC</li> <li>✓ Pupil voice – develop listening to learners opportunities specifically in RE.</li> <li>✓ Develop links with other schools, particularly with reference to the development of literacy and numeracy in RE.</li> <li>✓</li> </ul>	