MERTHYR TYDFIL SACRE

REPORT TO: **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

DATE: **FEBRUARY 11th 2014**

SUBJECT: **SURVEY OF SECONDARY SELF EVALUTION REPORTS: SACRE SYNOPSIS**

Background

As part of SACRE's monitoring programme secondary schools in Merthyr Tydfil were invited to share their self evaluation of religious education. The self-evaluation reports of three secondary schools were received.

Main findings

How good are outcomes in Religious Education?

	Excellent	Good	Adequate	Unsatisfactory	No judgement
Secondary		2	1		

Judgements / comments on KS3, GCSE and A level standards identified in school self-evaluation	Number of schools
KS3	
Good standards	2
Improved performance over time	1
Girls outperform the boys	3
GCSE	
Good outcomes at KS4	1
Girls outperform the boys	3
Improved performance at KS4	2
A level	
Excellent outcomes	2

Good features

In analysing these reports, the good features that were identified in the self-evaluation reports were:

Good features indentified in school self-evaluation	Number of schools
Pupils are developing their knowledge and understanding of religious beliefs, teaching and practices	3
Pupils have a good understanding of controversial issues and religious viewpoints	2
Pupils benefit and enjoy visits and visitors relating to RE e.g. places of worship	2
Pupils' levels of interest and engagement is impacting positively on standards	2
Pupils are able to recall prior learning	2
Pupils are able to ask, discuss and respond to a number of fundamental questions	1
Pupils participate confidently in a range of speaking and listening activities	1
Pupils use a range of subject specific vocabulary appropriately	1
Pupils are confident in using their ICT skills to research and present information	1
Pupils are able to identify strengths and set targets to improve their work further	1
Pupils are developing good evaluative skills and are able to identify arguments for and against a number of moral and religious issues	1
Pupils are developing an understanding of religious concepts	1
Pupils are able to communicate religious ideas and concepts, personal opinion and ideas in a creative way	1
Pupils are able to express their own beliefs and make their own decisions	1

Areas for development
Areas for development identified in the reports make reference to:
- improving boys' performance at key stages 3 and 4 (2 schools);
- continuing to improve performance of the more able pupils;
- ensuring that tasks are challenging enough for pupils to achieve the higher levels;
- continuing to improve the performance of pupils in receipt of free school meals at key stage 3; and
- making further use of performance data in order to more effectively identify where and what to improve in relation to standards and provision (2 schools).

How good is provision in religious education?

	Excellent	Good	Adequate	Unsatisfactory	No judgement
Secondary		3			

Good features indentified in school self-evaluation	Number of schools
Planning incorporates appropriate skills especially literacy, ICT and thinking skills	3
Planning is differentiated e.g. challenge for more able, support for less able	3
A wide range of teaching and learning strategies are being used in the classroom	3
Good use of assessment for learning support pupils' learning	3
Monitoring programme is in place that includes lesson observations, analysis of data, book scrutiny and pupil voice interviews	3
Schemes of work promote community cohesion, inclusion, equality and diversity	2
Strong links exists with the local community with appropriate use of visits and visitors	2
Opportunity is provided for pupils to evaluate their own work and the work of their peers	2
A wide range of high quality resources is used effectively to support the teaching of religious education	2
There is strong emphasis on ESDGC (education for sustainable development and global citizenship) in the scheme of work	2
Teachers regularly monitor and track pupils' progress	2
Classrooms provide a stimulating and supportive environment to support teaching and learning	2
Portfolios in place exemplifying standards	2
Differentiated resources are available to support less able pupils	2
High expectations are shared with pupils	2
Cwricwlwm Cymreig is promoted well in scheme of work	1
Planning reflects the local authority agreed syllabus	1
Continuity and progression is evident in planning	1
Teaching and learning activities promote spiritual and moral development	1
Good working relationship between teachers and pupils	1
Subject leader / teachers have good, up to date subject knowledge	1
Departmental staff are involved in professional learning communities	1

Areas for development

Areas for development identified in the reports make reference to:
- developing further opportunities in the scheme of work to promote literacy and numeracy skills;
- improving the feedback given to pupils especially in the area of setting literacy targets;
- updating and creating new resources for statutory RE to make it more engaging and accessible for pupils (2 schools);

- further developing the integrated curriculum;
- using peer observations to increase consistency of delivery amongst non-specialist teachers;
- developing individual pupil portfolios;
- increasing opportunity for pupil voice to influence provision;
- further developing staff's understanding of levels at key stage 3; and
- creating resources to meet the needs of additional learning needs pupils and more able and talented pupils.