



SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL

DSEF DEPARTMENTAL SELF EVALUATION FORM 2015-2016

Department: Religious Studies

Head of Department: K Coleclough (begun by E Daly)

Line Manager: L Horrigan

| Focus | Judgement |
|--|-----------|
| Overall Effectiveness | 2 |
| Effectiveness of Leadership and Management | 2 |
| Quality of Teaching, Learning and Assessment | 2 |
| Personal Development, Behaviour and Welfare | 2 |
| Outcomes for Pupils | 2 |

Ofsted Judgements

1. Outstanding
2. Good
3. Requires Improvement
4. Inadequate

Linked documents:

- Key priorities are made explicit in Departmental Improvement Plan with milestones to progress
- School Improvement Calendar 2015/16

(Purple contributions made by KC)

Summary of the student population, including a Departmental summary.

- The school is smaller than national average with students currently on roll (Sept 2015). The school has a Designated Provision (Cognition and Learning), currently with 12 students.
- The proportion of students eligible for Pupil Premium is currently 30.6% which is above the national average of 28.5% and places the school in the 60th percentile for FSM. (ROL March 2015)
- The proportion of students with SEN (statement/school action plus) is 13.4% which is above the national average of 7.3% and places the school in the 80th percentile for this measure (ROL March 2015)
- The school population is predominantly of white British ethnic origin (90.9%). There are 5.2% EAL students. The majority of students are of eastern European origin. The number of EAL students is increasing although this is still below national.
- The number of looked after children is 8. Students arrive at Sir Thomas Boteler from 4 main primary feeder schools.

Summary of the Department context

- Sir Thomas Boteler Church of England High School serves predominantly the community of Latchford East, West and Westy.
- There has been a significant change of staffing over the last four terms.
- By September 2015 there will be 21 new staff which is 43% of teaching staff who are new.
- Current RE provision for KS3 consists of 3 60 minute lessons delivered over a two week timetable. Students are taught in mixed ability groups.
- The Warrington Agreed Syllabus is followed in KS3.
- Current RE provision for KS4 consists of 4 60 minute lessons delivered over a two week timetable for all Year 10 and most of Year 11. A small groups of Year 11 do not study RE at all and follow a Geography course.
- All year 10 follow the Edexcel exam board studying Unit 1 and 8 full course, specialising in Christianity and Islam. Exam-summer 2017.
- Year 11 follow the WJCE exam board Specification B, now studying for the full course. Exam-summer 2016.
- For September 2016 we have decided to deliver the AQA specification A Religious Studies course in Christianity and Judaism.
- 73 pupils were entered for the full course this year which is a significant rise from the 34 in 2015

Staffing Changes and appointments

- Mrs Elaine Daly Head of Department appointed September 2015
- Mrs Sarah Rostron appointed September 2015 Teacher of RE
- Mrs Kate Coleclough Head of Citizenship and PSHE teaches KS3 RE
- Kate Coleclough took up the interim position as Head of RS following EDs maternity leave and subsequent resignation on 16th May.

Overall Effectiveness

Grade: 2

Overall effectiveness :

The department has the following strengths:

- Demonstrates the school's ambitious vision and high expectations of all pupils and staff.
- Teachers are enthusiastic about their subjects and succeed in communicating this to their pupils. Lessons are well planned and teachers have a clear understanding of the strengths and weaknesses of each pupil; this allows them to provide the appropriate level of challenge or support to ensure that pupils make good progress.
- Regular work scrutiny is completed to a high standard where staff are informed of improvements in marking.

- Three formal observations have taken place since September 2015 where it has been recorded that pupils make good progress in RE.
- Attendance to RE lessons is good with an average of 93.2 % across the five Year groups.
- [SIAMS health check 23 May 2016 supported the judgement of Good](#)

In order for the Department improve further, the department must:

- Increase the proportion of students making and exceeding expected levels of progress (only 53% of a high ability GCSE cohort made 4LOP in 2015). Therefore, there are target groups in Year 11 being monitored and new SOL and GCSE courses have been introduced with a focus on examination skills to up expected LOP.
- WA data is now based on set key piece assessments which are standard across all groups. This should ensure pupils make good or outstanding progress in all RE lessons.
- Meet or exceed NA A* to C of 71% and 28% A* to A so data can support a judgement of Good overall.
- Seating plans have now been completed in the department so staff can create intervention action points ensuring Pupil Premium and SEN students achieve at least in line with their peers.
- Current SOL is being updated to ensure sufficient challenge and differentiation is in place in **all** lessons to meet the needs of **all** learners.
- There is be a focus on BfL in Year 10 and 11 so that we ensure attendance for all groups is above national average (94.8%).
- There needs to be a reduction of use of on call by fully engaging students in their learning so attendance in the department exceeds NA.
- New literacy and numeracy strategies are being fully embedded across the RE curriculum. Then monitored in learning walks, lesson observations and department meetings so we can develop skills further.
- Improve the consistency and effectiveness of setting quality homework so progressed can be evidenced consistently in all books. Therefore an audit of HWK logs must take place in the summer term.
- Continue to retain and recruit high-quality, experienced members of staff so the department becomes effective in all areas.
- [SIAMS health check recommended strategies to deal with low level disruption](#)
- [SIAMS also recommended looking at visits per year group to enhance pupils RS experiences](#)

Effectiveness of Leadership and management

Grade: 2

Leadership and management

There have been significant improvements since Ofsted 2014:

- New middle leadership in 2015 has been established RE.
- New, well qualified and experienced staff now teach across the Key Stages. The impact of this is now WA data is showing real improvements in KS3 progress. A true reflection of the majority of the cohort in Year 11 is now able to be analysed. The impact of this is appropriate intervention can take place in all KS4 classes. The department is now well positioned to support student outcomes in 2016/17.

Curriculum and Timetable revisions to offer breadth and balance

- The impact of using data to drive progress for all can be evidenced in development of AO2 skill in RE evidenced via learning walks, lesson observations and WA data.
- The department now evaluates the quality of provision and outcomes through quality assurance procedures – a QA calendar ensures this takes place. Finding are then shared in RAP and LM meetings.
- Rigorous Performance Management takes place for all teachers of RE.

Quality assurance and partnerships

- All 10 and 11 students in RE are in sets and these have been reassessed and students been moved appropriately to ensure current provision is suited to the needs of all young people and delivers progress 8

measures from Sept 2015.

- There is a broad RE curriculum which covers a range of areas including theology, ethics and philosophy this provides our students opportunities for academic development.
- Quality assurance meetings have now taken place with Jane Griffiths the impact from such meeting can be evidenced in the new SIAMS SEF.
- The department is involved with the Warrington Challenge - school to school collaboration to improve outcomes across the borough. A team including 3 Head teachers, 1 NLE and an experienced Ofsted inspector led a Peer review in April 2015 focusing on the quality of teaching and agreed with the school's own self-evaluations. The RE department are ensuring progress will be achieved after Levels have been removed.
- Appropriate QA procedures are still in place to monitor feedback in books. External reviews in RE evidenced outstanding and good practice respectively in marking and feedback for learning.

CPD and PM

- SchooliP software system collates all information for appraisal of RE staff and ensures synergy between SDP priorities; school SEF, CPD and PM objectives.
- RE staff have attended all training sessions and where there has been a focus on learning and progress staff have been able challenge current teaching styles. Evidence is being collected on School IP.

SMSC, Safeguarding, promotion of equality and diversity and British values as a Faith school

- Students are given the opportunity to develop holistically and good use of SMSC and British Values has been evidenced in lesson observations with SLT and the diocese.
- The value of democracy is being embedded into the ethos council. Students exercise their power to vote for ways in which the Christian Ethos of the school develops. Evidence for this is an opportunity for prayer dedication and a new school prayer is under review.
- The school's Christian nature is evident in the respectful relationships between students and staff and its successful work with its disadvantaged students. (Ofsted 2014)
- The coverage of other faiths has improved since 2015 with all 6 major world faiths on the KS3 curriculum. The relaunch of the AoY will also show pupils the diversity within Christianity with the study of Christianity across the world. This has been delivered to year 8 pupils this year but from September 2016 all year 7 pupils will cover it as part of the year 7 SFL.
- New RS policy has been drafted and submitted to governors for acceptance in September 2016.

Governance

- Paul Wilson and Elaine Daly have met to develop a policy on the right to withdraw from RE and Collective Worship. This will be evidence on the 9th March when the Governing Body meet.

In order for the Department to improve further, the department must:

- Review all systems for QA, assessment and data tracking to ensure there is an impact in terms of progress 8 and percentage of pupils exceeding LOP.
- Continue to work with Governors so that there are improved links and working relationships with the local clergy as this will support the Christian ethos in STB.
- Complete development of SOL and QA students work so that there are further opportunities for literacy and numeracy in RE and these can be evidenced in pupils books.
- Be trained in the delivery of new specifications for GCSE so staff know how to teach students to make progress in the new framework.
- New head of department to take a far greater role in communicating exam qualification information to pupils and parents
- More of department focus to follow and support policies in behaviour and positive rewards to take place.

The Quality of Teaching, Learning and Assessment

Grade: 2

The Quality of Teaching, Learning and Assessment

There have been significant improvements since Ofsted 2014:

- Internal lesson observations and external reviews (SLE observations, Peer to Peer reviews, Senior Advisor visit) indicate that 75% of lessons are at least good.
- Key piece assessments are now completed in the back of KS3 books to ensure there is room for teacher feedback and purple progress pen.
- The judgement on teaching is based on evidence gathered from assessment data, schemes for learning,

planning, homework, marking and feedback (work scrutiny), learning walks, drop-ins and lesson observations of the current department September 15. It is holistic, using evidence of pupil's learning and progress over time rooted in Ofsted criteria.

- All Year 11 pupils who study RE are now entered for the exam showing they are valued by the RE department.
- Results support the judgement as good as we entered above the national average for the full course and also achieved above the national.
- All KS3 and 4 classes but one (9I3) had positive residuals on their progress checks and data analysis from sira show progress is being made by all pupils the class (9I3) will be monitored in September to ensure they also make expected progress at least, however the individuals involved have now left the school so the class has a very different dynamic to it.

Quality Assurance

- Checks are completed after each assessment across the department along with the checks carried out by the work scrutiny calendar.
- Half term 1, 2 and 3 work scrutiny showed that marking and feedback is good however there are areas for improvement.
- There is a consistent use of data rich seating plans in RE which clearly identify strategies to address the needs of underperforming or disadvantaged students and the most able.
- Performance management objectives are explicitly linked to pupil progress and teaching and learning for all teachers.

CPD and self-evaluation

- All RE staff have attended training sessions provided such as Outstanding lessons, planning for challenge and SEND focused sessions-evidence of impact is still being collected on schoolIP

LAC and NAC

- In order to deal with the identified literacy and numeracy inconsistencies the department are developing SOL focus on both areas via the teaching of RE.
- Department meet weekly to discuss literacy opportunities and these are recorded and given to SLT and LM for quality assurance.
- Opportunity for numeracy is being reviewed and this information will be given to CL for QA

In order for the Department to improve further, the department must:

- Deliver consistently good teaching and classroom management. As they are major factors in all pupils' achievement. Evidence of good teaching include clear intentions, careful planning that builds on earlier learning, a variety of activities, a sprightly pace, materials that engage all pupils, questioning that promotes understanding, and the appropriate use of praise so attainment can be in line with NA.
- Feedback to pupils, either written or verbally, it must be framed in positive and encouraging terms with the emphasis being placed upon recognising that which has been achieved as well as what targets are to be followed next. This is to include rewards (praise, points etc.) so students feel valued and attendance to lessons can be in line with school average.
- Purple progress pen needs to be used effectively. Therefore extra time must be built in to lessons for DIRT.
- A detailed comment is included and targets for development are included in the pupils' workbooks to offer guidance and maintain development between current levels/grades to show students how to exceed LOP.
- Ensure pupils are aware of the new GCSE mark-scheme criteria in Year 10 and be reminded of that used in Year 11 and are capable of self-assessing and peer-assessing in order to familiarise grade levels and skills.
- Ensure that it is effective, feedback comprises of 3 elements: exactly what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made. WWW/EBI So we can fulfil school policy consistently.
- See oral work well as a prelude to most writing tasks, and use good examples from pupils' work to illustrate how to improve their writing- good links to literacy have been observed in lesson observations but this must be consistent.
- Staff should use their knowledge of texts to probe and question pupils' responses; therefore learners will be stretched and challenged allowing them to access the high grades at KS4 and score well in progress 8.
- Make effective use of writing frames and other scaffolding activities to help weaker pupils to interrogate text and draw conclusions, balancing this with the challenge to write independently, therefore removing support when it is no longer needed.

- Explain the lesson intention and show how it helps pupils make progress.
- Follow all school QA procedure so that all RS teachers know what 'good' or better RS looks like.

Personal development, behaviour and welfare

Grade: 2

Personal development, behaviour and welfare

There have been significant improvements since Ofsted 2014:

- Most students have embraced the new culture and ethos of 'high expectations, high aspirations and high standards' and this is leading to improvements in behaviour and safety. Student behaviour during lessons is generally positive with the vast majority of students engaged and responding well to the Behaviour for Learning policy. This can be seen in the positive grades recorded on lesson monitor for attitudes to learning. There has been an increase in 'Good' or 'Outstanding' attitudes to learning to 93.2% according to the lesson monitor system. 5.5% require improvement and 1.3% are inadequate.
- Ensure student behaviour is exemplary within the department. This can be seen in lessons and lesson monitor but also with students attitude towards the department with year 7 helpers on open evening and readers from all years in Church services. Reward points and praise post cards are given to students and logged in the department.

Attendance

Data shows that attendance is good but slightly below school average:

| | |
|---------|------|
| Year 7 | 92.3 |
| Year 8 | 93.8 |
| Year 9 | 93.7 |
| Year 10 | 93.1 |
| Year 11 | 93.2 |

Safety

- All incidents of bullying or of a racist or homophobic nature are dealt with in line with the behaviour for learning policy and are recorded.

Safeguarding

- There has been a national rise of cases of child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism therefore the RE staff have completed Prevent training. This has helped staff deal with two issues of extremist views being expressed in RE.
- All RE staff have been trained in safeguarding and prevent courses have been completed and have therefore felt confident in dealing with such issues.

Extra-curricular

- After a meeting took place with Jane Griffiths regarding a SIAMS inspection in October it became clear that students need an opportunity to have pupil voice regarding faith at STB. The RE department are in the early stages of setting up an Ethos committee.

In order for the Department to improve further, the department must:

- Ensure student behaviour is **consistently** exemplary
- Ensure attendance exceeds the national average
- Continue to improve punctuality to lessons
- Continue to develop students' knowledge and awareness of a number of key aspects of safety (further advice and guidance regarding child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism).
- Welfare and personal development through SMSC themes to be embedded further
- Positive behaviour steps to become integral in practice across the whole department
- Potential CPD opportunities for staff to access.

Outcomes for children and learners

Grade: 2

Outcomes for children and learners, significant improvements since Ofsted 2014

GCSE Analysis 2015

| RS Full Course | | | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-----------|----------|-----------|
| Class Name | A*-A % | A*-C % | 3+ LOP % | 4+ LOP % | Entries | Residual | Avg Grade |
| 11X/Rs1 | 57.1 | 100 | 96.4 | 71.4 | 28 | 2.9 | A- |
| 11X/Rs2 | 8.3 | 91.7 | 91.7 | 16.7 | 12 | 0.9 | B- |
| 11X/Rs3 | 25 | 100 | 100 | 50 | 4 | 1.7 | B |
| 11Y/Rs1 | 0 | 33.3 | 33.3 | 33.3 | 3 | -1.3 | D+ |
| Summary for RE Full Course | 38.3 | 93.6 | 91.5 | 53.2 | 47 | 2 | B |

Above national average entry
Above national average results

| Class Name | SEN | A*-A % | A*-C % | 3+ LOP % | 4+ LOP % | Stu Count | Entries | Residual | Avg Grade |
|------------|-----|--------|--------|----------|----------|-----------|---------|----------|-----------|
| 11X/Rs1 | All | 57.1 | 100 | 96.4 | 71.4 | 28 | 28 | 2.9 | A- |
| 11X/Rs1 | A | 66.7 | 100 | 100 | 66.7 | 3 | 3 | 5.5 | B+ |
| 11X/Rs1 | E | 0 | 100 | 100 | 100 | 1 | 1 | 1.2 | B |
| 11X/Rs1 | K | 100 | 100 | 100 | 100 | 1 | 1 | 10.2 | A |
| 11X/Rs1 | N | 56.5 | 100 | 95.7 | 69.6 | 23 | 23 | 2.3 | A- |
| 11X/Rs2 | All | 8.3 | 91.7 | 91.7 | 16.7 | 12 | 12 | 0.9 | B- |
| 11X/Rs2 | K | 0 | 100 | 100 | 0 | 1 | 1 | 1.8 | C |
| 11X/Rs2 | N | 9.1 | 90.9 | 90.9 | 18.2 | 11 | 11 | 0.8 | B- |
| 11X/Rs3 | All | 25 | 100 | 100 | 50 | 4 | 4 | 1.7 | B |
| 11X/Rs3 | N | 25 | 100 | 100 | 50 | 4 | 4 | 1.7 | B |
| 11Y/Rs1 | All | 0 | 33.3 | 33.3 | 33.3 | 3 | 3 | -1.3 | D+ |
| 11Y/Rs1 | N | 0 | 33.3 | 33.3 | 33.3 | 3 | 3 | -1.3 | D+ |

| | | | | | | | | | |
|----------------------------|-----|------|------|------|------|----|----|-----|----|
| Summary for RE Full Course | All | 38.3 | 93.6 | 91.5 | 53.2 | 47 | 47 | 2 | B |
| Summary for RE Full Course | A | 66.7 | 100 | 100 | 66.7 | 3 | 3 | 5.5 | B+ |
| Summary for RE Full Course | E | 0 | 100 | 100 | 100 | 1 | 1 | 1.2 | B |
| Summary for RE Full Course | K | 50 | 100 | 100 | 50 | 2 | 2 | 6 | B |
| Summary for RE Full Course | N | 36.6 | 92.7 | 90.2 | 51.2 | 41 | 41 | 1.6 | B |

| RS short course | | | | | | | |
|-----------------------------|--------|--------|----------|----------|---------|----------|-----------|
| Class Name | A*-A % | A*-C % | 3+ LOP % | 4+ LOP % | Entries | Residual | Avg Grade |
| 11X/Rs1 | 0 | 100 | 50 | 0 | 1 | -3.9 | C |
| 11X/Rs2 | 0 | 29.4 | 29.4 | 0 | 8.5 | -3 | D |
| 11X/Rs3 | 10 | 60 | 65 | 15 | 10 | 1.7 | C |
| 11X/Rs4 | 0 | 22.2 | 33.3 | 11.1 | 4.5 | -0.4 | D |
| 11Y/Rs1 | 0 | 18.8 | 12.5 | 6.3 | 8 | -2.1 | D- |
| 11Y/Rs2 | 0 | 40 | 90 | 10 | 5 | 4.4 | D |
| Summary for RE Short Course | 2.7 | 37.8 | 44.6 | 8.1 | 37 | -0.3 | D+ |

| Accuracy of grade forecasting | | |
|-------------------------------|-------------|-----------------|
| | WA4 (April) | Achieved (June) |
| Qualification Name | A*-C % | A*-C % |
| RE Full Course | 82 | 94 |
| RE Short Course | 17 | 38 |

GCSE analysis 2016

| Year 11 | | | JH grades | EDA SR | EDA SR | | |
|-------------------|-------------|-----------------|-----------|--------|--------|-------------|--------------|
| Subject 2015/2016 | 2015 school | 2014/2015 Nat % | WA1 | WA2 | WA3 | Target 2016 | 2016 results |
| A*-A | | 27 | 8.7 | 4 | 3.2 | Nat | 25.7 |
| A*-C | | 71 | 50 | 13 | 15.1 | Nat – 65% | 83 |
| A*-C PP | 31 | 51 | 31 | 9 | 13 | | 73.3 |
| A*-C Non PP | 44 | 73 | 56 | 15 | 16 | | 85 |
| A*-C PP Gap | -42 | -22 | -25 | -6 | -3 | | +8* |
| A*-C Boys | 35 | 60 | 45 | 10 | 9 | | 81 |
| A*-C Girls | 45 | 75 | 54 | 17 | 20 | | 84 |
| A*-C Gender | -10 | -15 | -10 | -7 | -11 | | 3 |

| | | | | | | | |
|-------------------------|-----|-----|------|----|-----|-----|------|
| Gap | | | | | | | |
| A*-C SEN | | | 22 | 10 | 10 | | 100 |
| A*-C Non SEN | | | 52 | 14 | 16 | | |
| 3LOP | 37 | 70 | 46.7 | 14 | 13 | 65% | 81 |
| 3LOP PP | 29 | 58 | 24 | 10 | 10 | | 71.4 |
| 3 LOP Non PP | 41 | 75 | 54 | 15 | 15 | | 83 |
| 3 LOP PP Gap | -46 | -17 | -30 | -5 | -5 | | +6 |
| 3 LOP Boys | 35 | 64 | 46 | 10 | 7 | | 77.4 |
| 3 LOP Girls | 39 | 76 | 48 | 18 | 20 | | 83.3 |
| 3 LOP Gender Gap | -4 | -12 | 2 | -8 | -13 | | 6 |
| 3 LOP SEN | | | 25 | 20 | 20 | | 100 |
| 3 LOP Non SEN | | | 48 | 13 | 13 | | 80 |
| 4LOP | | 32 | 17.5 | 5 | 5 | | 32.5 |
| 4 LOP PP | | | 10 | 7 | 6 | | 42.9 |
| 4 LOP Non PP | | | 20 | 4 | 5 | | 58 |
| 4 LOP PP Gap | | | -10 | -3 | -1 | | -7* |
| Higher ability A*-C | | | | | | | 96 |
| Middle Ability A*-C | | | | | | | 74.4 |
| Lower Ability A*-C | | | | | | | 86 |
| Higher ability 3+ LOP | | | | | | | 83 |
| Middle Ability 3+ LOP | | | | | | | 79 |
| Lower Ability 3+ LOP | | | | | | | 86 |
| Higher ability 4+ LOP | | | | | | | 62 |
| Middle Ability 4+ LOP | | | | | | | 43 |
| Lower Ability 4+ LOP | | | | | | | 86 |
| Higher ability 5+ LOP | | | | | | | 39 |
| Middle Ability 5+ LOP | | | | | | | 14 |

| | | | | | | | | | |
|-------------------------|--|--|--|--|--|--|--|--|----|
| Lower Ability 5+ LOP | | | | | | | | | 29 |
|-------------------------|--|--|--|--|--|--|--|--|----|

*PP worked out against the national average

Year 9 Headline Fig.

| Class Name | Level 5+ % | Level 4+ % | Level 3+ % | 4+ Sub LOP % | 5+ Sub LOP % | 6+ Sub LOP % | Stu Count | Residual | Avg Pts | Avg Lvl |
|-------------------------|------------|------------|------------|--------------|--------------|--------------|-----------|----------|---------|---------|
| 09L/Re6 | 85.7 | 95.2 | 100.0 | 60.0 | 35.0 | 25.0 | 21 | 0.3 | 35.19 | 5a |
| 09L/Re5 | 81.0 | 100.0 | 100.0 | 52.6 | 26.3 | 15.8 | 21 | 0.0 | 34.33 | 5a |
| 09L/Re4 | 95.5 | 100.0 | 100.0 | 50.0 | 33.3 | 22.2 | 22 | 1.7 | 37.00 | 6c |
| 09L/Re3 | 81.0 | 100.0 | 100.0 | 30.0 | 20.0 | 0.0 | 21 | -1.5 | 34.33 | 5a |
| 09L/Re2 | 80.0 | 100.0 | 100.0 | 63.2 | 57.9 | 47.4 | 20 | 0.8 | 36.50 | 6c |
| 09L/Re1 | 100.0 | 100.0 | 100.0 | 71.4 | 47.6 | 14.3 | 21 | 1.7 | 37.95 | 6c |
| Summary for RE | 87.3 | 99.2 | 100.0 | 54.7 | 36.8 | 20.5 | 126 | 0.5 | 35.89 | 5a |

| Name | Level 4+ % | Level 3+ % | Level 2+ % | 3+ Sub LOP % | 4+ Sub LOP % | 5+ Sub LOP % | Stu Count | Residual | Avg Pts | Avg Lvl |
|-------------------------|------------|------------|------------|--------------|--------------|--------------|-----------|----------|---------|---------|
| 08L/Re1 | 100.0 | 100.0 | 100.0 | 55.6 | 27.8 | 5.6 | 21 | 1.1 | 35.67 | 5a |
| 08L/Re2 | 86.4 | 95.5 | 100.0 | 42.1 | 26.3 | 15.8 | 22 | 0.0 | 32.18 | 5b |
| 08L/Re3 | 100.0 | 100.0 | 100.0 | 27.3 | 18.2 | 9.1 | 22 | 0.4 | 32.27 | 5b |
| 08L/Re4 | 100.0 | 100.0 | 100.0 | 70.6 | 47.1 | 17.6 | 20 | 3.2 | 37.90 | 6c |
| 08L/Re5 | 100.0 | 100.0 | 100.0 | 57.1 | 38.1 | 23.8 | 21 | 2.4 | 35.67 | 5a |
| Summary for RE | 97.2 | 99.1 | 100.0 | 49.5 | 30.9 | 14.4 | 106 | 1.4 | 34.66 | 5a |

| Name | Level 3+ % | Level 2+ % | Level 1+ % | 2+ Sub LOP % | 3+ Sub LOP % | 4+ Sub LOP % | Stu Count | Residual | Avg Pts | Avg Lvl |
|-------------------------|------------|------------|------------|--------------|--------------|--------------|-----------|----------|---------|---------|
| 07L/Re1 | 100.0 | 100.0 | 100.0 | 35.0 | 10.0 | 0.0 | 20 | 2.8 | 30.70 | 5c |
| 07L/Re2 | 100.0 | 100.0 | 100.0 | 16.7 | 5.6 | 0.0 | 20 | 0.8 | 27.90 | 4b |
| 07L/Re3 | 100.0 | 100.0 | 100.0 | 36.8 | 5.3 | 5.3 | 20 | 4.2 | 31.30 | 5c |
| 07L/Re4 | 100.0 | 100.0 | 100.0 | 5.6 | 0.0 | 0.0 | 19 | 1.3 | 28.16 | 4a |
| 07L/Re5 | 100.0 | 100.0 | 100.0 | 33.3 | 4.8 | 0.0 | 21 | 1.4 | 29.57 | 4a |
| Summary for RE | 100.0 | 100.0 | 100.0 | 26.0 | 5.2 | 1.0 | 100 | 2.1 | 29.54 | 4a |

With the exception of one year 9 class all classes show equal or positive residual.

GCSE Analysis 2016

| RS Full Course | | | | | | | |
|----------------|--------|--------|----------|----------|---------|----------|-----------|
| Class Name | A*-A % | A*-C % | 3+ LOP % | 4+ LOP % | Entries | Residual | Avg Grade |
| 11X/Rs1 | 47.8 | 100 | 87 | 56.5 | 23 | 1.6 | B+ |
| 11X/Rs2 | 20.8 | 79.2 | 79.2 | 58.3 | 24 | 1.0 | B- |
| 11X/Rs3 | 25 | 75 | 75 | 41.7 | 12 | 2.5 | C+ |
| 11x/Rs4 | 0 | 43 | 50 | 16.7 | 7 | 2.6 | D+ |
| 11Y/Rs1 | 0 | 100 | 100 | 100 | 5 | 7.1 | C+ |
| 11Y/Rs2 | 0 | 50 | 100 | 50 | 2 | -0.6 | C+ |

| | | | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-----------|------------|----------|
| Summary for RE Full Course | 25.7 | 82.4 | 80.8 | 54.8 | 74 | 2.3 | B |
|-----------------------------------|-------------|-------------|-------------|-------------|-----------|------------|----------|

This data is based on entries which were not 100%

| Class Name | SEN | A*-A % | A*-C % | 3+ LOP % | 4+ LOP % | 5+ LOP % | Stu Count | Entries | Residual | Avg Grade |
|----------------------------|-----|--------|--------|----------|----------|----------|-----------|---------|----------|-----------|
| 11X/Rs1 | All | 47.8 | 100.0 | 87.0 | 56.5 | 39.1 | 23 | 23.0 | 48.09 | |
| 11X/Rs1 | K | 100 | 100.0 | 100.0 | 100.0 | 100.0 | 1 | 1.0 | 3.6 | A* |
| 11X/Rs1 | N | 45.5 | 100.0 | 86.4 | 54.5 | 36.4 | 22 | 22.0 | 1.5 | B+ |
| 11X/Rs2 | All | 20.8 | 79.2 | 79.2 | 58.3 | 12.5 | 24 | 24.0 | 1.9 | B- |
| 11X/Rs2 | N | 20.8 | 79.2 | 79.2 | 58.3 | 12.5 | 24 | 24.0 | 1.9 | B- |
| 11X/Rs3 | All | 25.0 | 75.0 | 75.0 | 41.7 | 16.7 | 12 | 12.0 | 2.5 | C+ |
| 11X/Rs3 | K | 0.0 | 100.0 | 100.0 | 0.0 | 0.0 | 1 | 1.0 | 1.2 | C |
| | N | 27.3 | 72.7 | 72.7 | 45.5 | 18.2 | 11 | 11.0 | 2.6 | C+ |
| 11X/Rs4 | All | 0.0 | 42.9 | 50.0 | 16.7 | 0.0 | 7 | 7.0 | 2.6 | D+ |
| 11X/Rs4 | N | 0.0 | 42.9 | 50.0 | 16.7 | 0.0 | 7 | 7.0 | 2.6 | D+ |
| 11Y/Rs1 | All | 0.0 | 100.0 | 100.0 | 100.0 | 40.0 | 5 | 5.0 | 7.1 | C+ |
| 11Y/Rs1 | E | 0.0 | 100.0 | 100.0 | 100.0 | 50.0 | 2 | 2.0 | 9.4 | B- |
| 11Y/Rs1 | N | 0.0 | 100.0 | 100.0 | 100.0 | 33.3 | 3 | 3.0 | 5.5 | C+ |
| 11Y/Rs2 | All | 0.0 | 50.0 | 100.0 | 50.0 | 0.0 | 2 | 2.0 | -0.6 | C- |
| 11Y/Rs2 | N | 0.0 | 50.0 | 100.0 | 50.0 | 0.0 | 2 | 2.0 | -0.6 | C- |
| Summary for RE Full Course | All | 25.7 | 82.4 | 80.8 | 54.8 | 21.9 | 74 | 74.0 | 2.3 | B- |
| Summary for RE Full Course | E | 0.0 | 100.0 | 100.0 | 100.0 | 50.0 | 2 | 2.0 | 9.4 | B- |
| Summary for RE Full Course | K | 50.0 | 100.0 | 100.0 | 50.0 | 50.0 | 2 | 2.0 | 2.4 | A- |
| Summary for RE Full Course | N | 25.7 | 81.4 | 79.7 | 53.6 | 20.3 | 70 | 70.0 | 2.1 | B- |

Key Performance Indicator Analysis

- Comparison data has been produced to show the attainment of students calculated using the new indicators: 92% making 3 LOP is an area of concern from summer 2015 as these students seemed to be selected by previous HOD, most will be middle to high ability therefore 100% should have made 3LOP at least. Therefore all students who study RE will sit the exam and targeted intervention will given to exceed 3LOP.
- Year 11 WA1 data was from the previous HOD as you can see it is very different from WA2 data. WA1 data is taken from a very small sample of questions. WA2 data is from one complete past paper. This data is concerning but a true reflection of the cohort. WA3 will also be taken from a complete past paper. The impact can't be seen at this point as analysis is needed.
- Year 10 WA2 data has not yet been analysed as some is still outstanding due to staff absence.

Target setting strategies:

- Targets are set around a minimum of 4 levels of progress to ensure high expectations for all and students' performance is tracked against flight plans. Students who fall below expectations have packages of support and intervention to ensure they get back on track these are monitored by staff each week in departments.
- Resources and PP money to be used to encourage the use of revision textbooks in order to narrow the gap
- To work with Head of Year to identify who is a key student in that year and to compare how they are progressing in other subject areas so cross curricular links can be made to improve RE data.
- Predictions of students achieving A*-C grades is now more accurate – make sure data is more secure (link to mock exam, practise questions and participation in revision sessions)
- Individual pupil plans must be written up with targeted students so targeted groups are given support to achieve in line with NA
- HOD to track and monitor all students- hold teaching staff account therefore regular marking scrutiny and learning walks will take place.

Validity of assessment

- All assessments are now moderated to ensure consistency in marking
- All classes now complete the same exam in the same conditions to ensure data can be used effectively
- Mock marking now takes place as external marking would, to ensure staff become an expert in given questions to ensure mark schemes are used correctly.

In order for the Department to improve further, the department must:

- Ensure a greater focus is placed on the proportion of students making **more than** expected progress.
- Ensure that the overall VA (best 8) increases significantly.
- Close the gender, PP and SEN gap in GCSE performance.
- Increase the proportion of high ability students making more than expected progress.
- Ensure greater focus on literacy and QWC in all exam answers to ensure maximum marks are awarded.
- To further quality assure validity of predictions going forward, ensure assessment is moderated internally *and* externally.