

Name of School: Ysgol Llandygai

Religious Education

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

- The self-evaluation is based on lesson observations, evaluations of pupils work 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 ****

Standards in Religious Education – progress in learning

- The school is well aware of its performance through monitoring, observation, comparison and analysis arrangements against core data. The S.E. arrangements have been purposefully established to improve standards and provision throughout the classes within specific fields.
- Staff receive comprehensive information regarding results data, monitoring, lesson observations, learning fields evaluations, ALN, well-being and finance, up-grade on RE and Collective Worship. They are well-informed about the school's performance.
- The school possesses effective methods to discover the views of the school's stakeholders so as to improve upon school aspects.
- The designated FP/KS2 subject co-ordinators jointly fulfil their duties skilfully. They actively participate in various methods as regards the school's self-evaluation and monitoring procedure.
- Meithrinir yr ymdeimlad o waith tîm yn yr ysgol, gan sicrhau ymrwymiad y cydweithwyr at drefn hunan-arfarnu'r ysgol. This has a positive impact on the school's strategy plan for raising standards of achievement and improving school provision. The headteacher and other staff prepare a development Action Plan, following specific monitoring arrangements.
- Following an evaluation of learning and teaching standards in RE, it was adjudged:
 - that the pupils have an opportunity to purposefully examine beliefs with the support of religious resources and engaging, child-centred strategies.
 - most pupils are able to describe and start to explain religious doctrine and practices.
 - Good use is made of religious symbols and appropriate vocabulary in the children's work.
 - Pupils knowledge and achievement is good, and they use a broad vocabulary.
 - The fundamental questions that refer to religious doctrine and practices, have been planned in detail across the learning age-groups. Most of the pupils are well-informed about their own cultures and those of others.
- The assessment for learning system has become well embedded in every class and there are examples of setting their own SC. Most pupils are able to discuss their efforts and take responsibility for their work as well as provide a positive response to the comments about their achievements, and suggest improvements.
- The school has effective provision for monitoring individuals on educational and social matters.
- Many of the children are friendly towards one another and mutually supportive in formal and informal situations. There is a friendly family ethos at the school and an environment of forgiveness and reconciliation is a feature.
- Most of the pupils show an interest in their work, and the learning contains positive aspects. The school provides a good opportunity for pupils to voice their opinion about the education that is provided at the school. The child's voice is heard so as to improve upon the school's educational and extra-curricular aspects.
- The School Council has had a positive impact regarding raising awareness of all pupils on charities as well as on promoting a sense of philanthropy. Pupils develop their contribution towards several aspects of school life, including sustainability aspects. Regular meetings are held that allow pupils from every ability range to express an opinion and contribute towards decision making to improve aspects of school life. They have an opportunity to discuss aspects of the SDP and make a valuable contribution towards the school's Self-Evaluation procedure. They effectively communicate with the broader Community through sending correspondence to neighbours regarding school events.
- A group of ALN pupils have an appropriate opportunity to form an opinion on school life for annual reviews or requests for support. Pupils have an opportunity to contribute to the contents of reports, where appropriate. The SEN Code of Practice is thoroughly implemented and collaboration occurs with a range of outside services for the pupil/s benefit.
- Governors are willing to challenge decisions and they are regarded as being critical friends of the school. They are aware of the SDP's contents and priorities, and have an initial role in the Self-Evaluation process. Each governor has a

curricular/mangerial role, that is additional to their sub-committee members role. They have had an opportunity to meet the subject co-ordinators, completing a report following their visit. They have ownership of the policies and make a substantial contribution to the amendment and modification process. They are aware of the most recent developments and are very supportive of using their skills to assist the schools e.g. Foundation Governor participates in the process of fomulating a new Policy on Collective Worship at the school. They immediately address any concerns and complaints.

- There has been an effective response to those matters requiring attention following the previous Inspection, as regards Religious Education.

Areas for Development

- Ensure that pupils have an opportunity to prepare lesser questions so as to address the Fundamental Question.
- Ensure that the Learning Outcomes and SC are visible and should be mentioned when responding to work.
- Further familiarise the Governors with school life and develop their role in the school's Self-Evaluation arrangements.

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

- Self-evaluation should consider the following indicators: time allocated to the subject, teachers knowledge of the subject, specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form a judgement on quality of teaching in RE lessons at the school, and the extent to which pupils are encouraged to attain high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for Foundation Phase pupils as well as RE 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

The teaching: planning and range of strategies

- The school takes pride in its welcoming and open door ethos. It promotes Christian values and is committed to providing the best possible education for all its children and young people. It is a caring and well-organized community that has clear expectations, rules and procedures. It has a happy and pastoral ethos. The school is led by the Christian faith that has a central role in the school's daily life.
- Visual signs and symbols have been invested in to reflect the school's notable character. There are attractive displays and appropriate artefacts throughout the school, reflecting the establishment's Christian character.
- Religious Education receives its due place in the school curriculum. Detailed planning fully utilizes cross-curricular contacts and encourages pupils to develop their skills.
- Religious Education contains a strong church element, and the local rector provides an excellent resource for the subject and his role is appreciated, as well as other aspects of school life and community.
- Monitoring and assessment is a natural feature of RE at the school, and the manner in which the school includes elements of its life as a church school in its planning throughout the learning years, is a good aspect.
- The Headteacher's aims are ambitious yet attainable for the entire school. There is a good learning community between the teachers and assistants within the school leading to sharing of ideas and experiences, of collaboration and joint planning.
- Members of the SMT and teaching staff effectively implement the values and vision of the church school.
- The Continual Professional Development of the teaching staff is a priority in the school Development Plan and the subject-co-ordinators fully fulfil their responsibilities.
- The level of staffing is appropriate for effective teaching of the curriculum. Staff are broadminded that provide a good range of experiences for the children and professional collaboration between the learning and the assistants, to provide attractive resources and the best possible provision, to present a range of broad and engaging experiences.
- Effective staff meetings are held to discuss the SDP's priorities and focus on religious matters. Clear and concise comments to act upon are drawn up and a specific time-frame allocated for their implementation. Staff have adequate opportunities to report on specific aspects, as well as present aspects to develop at Governors meetings.
- Curricular Policies, including RE and school arrangements for pupils well-being have been adopted or amended and are effectively implemented at the school.
- The SDP focuses on the principal priorities to develop, and the cost, time-table and staff responsibilities when responding to each priority, are clearly noted, including raising standards in RE across the learning age-groups,

developing the school's Healthy School and Green School Plan and improve the school's partnership with the Community.

- Recently, a 'Period for Contemplation' venture was introduced at the school, as part of its RE provision. It presents the Foundation Phase and Key Stage 2 pupils with the skill of contemplation within a Christian context. Particular images or events are often used as a starting point. This has had a positive impact on the pupils, and the depth of pupils work, especially at KS2, has been very striking.
- The fundamental questions of life relating to religious doctrine and practices, have been planned in detail across the learning age-groups. Most pupils have a good understanding of their own cultures and others.
- The thematic activities relating to pupils Personal and Social Education are good. Pupils are allocated proper time to deal with personal and social issues. Most pupils have a good grasp of the importance of respecting multi-cultures, fairness and equal opportunity. A special emphasis is placed on life skills, and attention is drawn to maintaining physical and mental health. Support visits are held to reinforce their knowledge and understanding. External agencies are effectively used to deal with aspects related to pupils care and well-being, at school and in the home.
- A wide-ranging Curriculum is presented that gives full consideration to developing pupils sense of fraternity and equality. Everybody has equal access to the curriculum.
- The teaching staff, support staff, Governors and school's Headteacher respect each pupil's in his/her own right with regard to specific requirements. There are effective ALN systems in place to target pupil groups as well as individual needs. There is close collaboration with Outside Agencies so as to ensure that pupils have full access to the Curriculum.
- The voice of the child is effectively promoted at the school, and KS2 pupils are well represented by the School Council. They scrutinize aspects of entrepreneurship that would develop the children's life skills and fund-raising towards good causes and specific purposes at the school.
- The Eco-schools Committee discuss environmental issues and promote aspects such as re-cycling, energy saving and fair trade, successfully. The school has been awarded the gold award within the 'Eco-schools' scheme and pupils benefit from sustainable experiences and responsibilities.
- The school has received Welsh Assembly Government accreditation and there is a purposeful plan that has been naturally integrated into school life so as to promote health and safety of pupils, teachers and the wider community. Opportunities to improve pupils health, well-being and fitness are carefully structured. The school runs a range of clubs, both during and after school, and they make a good contribution towards improving pupils health and fitness.
- There is very good provision and support for pupils who have emotional and behavioural difficulties. The ALN support provided across the learning age-groups is effectively scheduled, and more gifted and talented pupils are included. ALN pupils are well-supported in the classes, and the class arrangements are appropriately adapted so as to ensure standards of expected achievement. The Circle Time and Circle of Friends lessons are scheduled weekly and provide an effective strategy to develop self-esteem and friendship as well as to promote Christian values.
- A strategic partnership is developed between the community, parents, the Diocese and the school to improve pupils standards and well-being. The partnership between the school and the parents has developed during the past year so as to raise their awareness of the activities that are presented as well as to offer useful recommendations to assist their children in particular fields.
- The school utilizes the skills of individuals within the community to enrich pupils experiences, and at the same time, develops a community-based ethos. This is observed in the invitation extended to members of the community to assist the pupils during teaching and extra-curricular hours. This promotes a sense of community-based inclusion.
- The governors undertake their responsibilities well and provide sound support for the Headteacher. They have a good understanding of their responsibilities. They collaborate well with the Headteacher to set a strategic direction to school development.
- The Headteacher and Governors ensure that the statutory requirements for collective worship are implemented at the school.
- An appropriate annual report is produced for parents in line with the Governing Body's statutory duty.
- The school's revised Handbook emphasises the relationship between Christian values and pupils complete education.
- A request was recently received from the Humanities Adviser, for services at Ysgol Llandygai to be presented in electronic form on the Cynnal Resources web-site. These services will be available to other schools in Wales in order to share good practices.
- There is a good relationship with the local worshipping community that enriches the use made of the Christian artefacts, and as a consequence, build on pupils spiritual experiences, and provide appropriate opportunities to learn about worship and religious traditions.
- At the Foundation Phase, most pupils are responsible for deciding on their learning through the activities selection

<p>system, and at Key Stage 2 they contribute towards setting improvement targets.</p> <ul style="list-style-type: none"> • Pupils have an opportunity to have an input to their learning and this has a positive impact on their participation. They display an appropriate ability to maintain focus and undertake tasks. • Pupils of every age-group have regular opportunities to take on responsibilities and perform daily obligations. • There is an effective system in place to deal with and monitor cases of concern and the learning and support staff are wholly aware of the procedures regarding Child Protection and Health and Safety. • The 'I want to say' boxes provide an effective resource to provide opportunities for pupils to voice their concerns in confidence, and in a sensitive manner. • The school is an inclusive community, where pupils have an equal entitlement to all the fields. 							
<p>Areas for development</p> <ul style="list-style-type: none"> • Work remains to be done to develop international links and develop an awareness of global citizenship. • Continue to develop the school's Christian character, that has now taken root in school life. 							
Excellent		Good	√	Adequate		Unsatisfactory	

Collective Worship

Key Question 2: How good is provision for collective worship?							
Does worship meet statutory requirements?				Yes √	No		
<p>References : ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on Inspecting Collective Worship at non-demominational schools' (Welsh Office Circular 10/94)</p>							
<p>Good features in relation to the quality of Collective Worship</p> <ul style="list-style-type: none"> • The periods of collective worship and meditation make a significant contribution towards developing the school's Christian ethos. The Christian values are highlighted and there is an effective contribution towards pupils and staff's spiritual development. • As part of the process to raise RE standards across the learning age-groups, the school develops into an effective learning community. This community was established to amend a Collective worship Policy and the school's overall aims have been adapted to identify Christian values within curricular and abstract aspects. Purposeful steps are implemented to evaluate the impact of the periods of meditation on pupils spiritual development. • The worship and meditation is effective to enrich the school as a community and provide every child with an educational experience. These periods have been structured into concurrent sessions to promote moral, cultural and emotional development, as well. Appropriate locations are provided to encourage meditation and worship. The daily act of worship is effective in its apparent Christian element through the use of symbols, candle, themes, music and allocated time for quiet reflection. There is a specific programme for themes of collective worship and individuals have been nominated to be responsible for collective worship, as has the Headteacher. The periods of worship are planned in detail, following the liturgical year. • The school's documentation clearly refers to the importance of periods of worship in school life. The basis of the school's Christian character is revealed in the Handbook for Parents and the Christian vision is appropriately reflected in its mission statement, aims and objectives. • The school has good arrangements in place regarding promoting spiritual and moral development. The pupil responds positively to the new periods of reflection in order to develop a sense of reflection by contemplating their lives and beliefs and those of others, their environment and the human condition across the subjects. Many of the pupils have an opportunity to express their inspiration cross-curricularly i.e. multi-medium presentation, written work. Collaboration occurs with the St Mary's Centre, to evaluate the impact of the periods of meditation on pupils spiritual and moral development. 							
<p>Areas for development as regards quality of Collective Worship</p> <ul style="list-style-type: none"> • Ensure a clear beginning and conclusion for the periods of worship. • Consider varying the pupils 'plan' in key stage acts of worship. 							
Excellent		Good	√	Adequate		Unsatisfactory	

Signed: *C Hughes* (Headteacher)

Date: 25/09/2012