

## Monitoring Autumn Term 2018 to Spring Term 2019

Schools are asked to provide a self-evaluation report on the standards of religious education and collective worship for Gwynedd SACRE. We try to ensure that the monitoring programme corresponds to the ESTYN inspection programme. The reports received are attached together with a summary of the findings in the following tables:

Secondary Schools	C1	C2	C3	C4	C5	Inspection	Estyn Report	Estyn Finding
	Standards	Well-being and attitudes towards learning	Teaching and learning experiences in RE	Care, support and guidance	Leadership and Management in RE			
<b>Autumn 2018</b>								
<b>Ardudwy</b>						03/12/18	07/02/19	Adequate

Primary Schools	C1	C2	C3	C4	C5	Inspection	Estyn Report	Estyn Finding
	Standards	Well-being and attitudes towards learning	Teaching and learning experiences in RE	Care, support and guidance	Leadership and Management in RE			
<b>Autumn 2018</b>								
<b>Yr Hendre</b>						01/10/18	03/12/18	Good
<b>Dolbadarn</b>	Excellent	Excellent	Excellent	Excellent	Excellent	15/10/18	17/12/18	Excellent
<b>Bro Llifon</b>						05/11/18	10/01/19	Good
<b>Edmwnd Prys</b>	Good	Good	Good	Good	Good	12/11/18	17/01/19	Good
<b>Llangybi</b>						03/12/18	07/02/19	Good

Special Schools	C1	C2	C3	C4	C5	Inspection	Estyn Report	Estyn Finding
	Standards	Well-being and attitudes towards learning	Teaching and learning experiences in RE	Care, support and guidance				
<b>Summer 2018</b>								

During the **2018 Autumn Term** 5 primary schools, 1 secondary school and 0 special schools were inspected by Estyn. It is anticipated that another 5 primary school as well as 0 secondary and 0 special school will be inspected during the current term.

The following extracts have been taken from the Estyn inspection reports and refer to Religious Education (unlikely), collective worship, spiritual and moral development and also other aspects such as personal, cultural and social education:

## **Observations by Estyn: Autumn Term 2018**

### **Ysgol Dolbadarn (October 2018)**

**Care, support and guidance: Excellent**

The school promotes pupils' spiritual and moral development very effectively by providing stimulating collective worship assemblies and through religious education lessons.

Provision for personal and social education is of very high quality and ensures that pupils develop a sound understanding of values such as honesty, fairness and respect for other religions and beliefs. This is demonstrated clearly in the gentle way in which the school offers valuable guidance to pupils to foster good behaviour practices. Pupils' friendly behaviour towards each other is evidence of the success of this caring support.

The school provides numerous opportunities for pupils to have their say through various forums, especially to contribute ideas about what they would like to learn. By doing so, staff encourage pupils to become conscientious learners who take responsibility for their own learning. They place great store on developing learners that are responsible citizens by encouraging them to develop their awareness of the needs of others and raising money for charity regularly.

### **Ysgol yr Hendre (October 2018)**

**Care, support and guidance: Good**

Support for children with medical and sensory needs is a strength of provision. A good example of this is the care from assistants for children with hearing and sight needs. This means that pupils are able to play a full part in school life. The way in which the school uses the expertise of external agencies to support pupils and their families is effective. The strong link with the police makes a valuable contribution to pupils' understanding of the dangers of drugs and staying safe online.

The school provides appropriately to develop pupils' spiritual and moral attitudes by arranging opportunities for them to reflect in collective worship sessions. Staff encourage and nurture pupils to convey their feelings successfully. These experiences enable them to know the difference between right and wrong, and to work together and respect each other's views within a caring and inclusive environment. An example of this is the probing discussion between two Year 4 pupils during reflection in the class assembly. One felt strongly about the injustice and lack of equality in developing countries when there is no fair trade. However, the development of religious education is inconsistent across the school and, as a result, pupils do not receive enough purposeful experiences.

### **Ysgol Bro Llifon (Nov 2018)**

**Care, support and guidance: Good**

The good quality of care, support and guidance from staff has a very positive effect on pupils' standards and wellbeing. As a result, pupils feel happy and safe at school.

Pupils' spiritual, moral, social and cultural skills are developing very successfully. Collective worship periods provide valuable opportunities for pupils to reflect on sound values. They learn about ethical issues, such as fair trade, and how they can play a part in ensuring a fairer world. The 'Bydis Buarth' (playground buddies) scheme, which encourages pupils to support and care for each other during break times, makes an excellent contribution towards ensuring an inclusive and equal community. The strong focus of all staff on promoting high expectations and values encourages pupils to take responsibility for their actions maturely. Valuable opportunities are arranged for pupils to express

their opinions through various councils. Leaders and staff take their views seriously, and this has a positive effect on pupils' confidence and nurtures a sense of pride and responsibility for others.

Respecting multiculturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunities are prominent elements of the school's culture. An emphasis on promoting shared values has a positive influence on pupils' behaviour.

**Ysgol Edmwnd Prys (Nov 2018)**

**Care, support and guidance: Good**

The school is a caring community. The pupil's voice is central to the school's work and ethos, which encourages confident and loyal learners. The familial ethos promotes respect and courtesy among pupils across the school. As a result, they take pride in their day-to-day activities and the wider community. All staff focus on effective co-operation for the benefit of all pupils, in order for them to achieve their best consistently.

The school promotes pupils' spiritual, moral and social development successfully through regular collective worship and opportunities for pupils to reflect quietly. 'Healthy mindset' sessions provide valuable opportunities for pupils to discuss important issues, including human rights, fairness and justice.

**Ysgol Llangybi (Dec 2018)**

**Care, support and guidance: Good**

The school is a caring community that nurtures pupils' personal and social skills well. Through the curriculum, daily practices, circle time and collective worship, the school promotes pupils' understanding of values such as honesty, tolerance and equality effectively.

Pupils are given worthwhile opportunities to develop their understanding of spiritual, moral, social and cultural issues. The school's personal and social education programme contributes well to developing these aspects. The school is an integral part of the community and pupils take part in many community activities and local visits, such as Pont y Merched and Garn Bentyrch. This promotes their social skills and life skills successful.

**Ysgol Ardudwy Harlech (Dec 2018) Care, support and guidance: Adequate and needs improvement**

There is appropriate provision for promoting pupils' spiritual, moral, social and cultural development. This is done through school assemblies, guest speakers and a suitable and comprehensive personal and social education programme. Pupils are given appropriate opportunities to develop their understanding of equality and diversity. For example, the school's young ambassadors have taken part in a parade in Harlech with the local Member of Parliament in order to raise awareness of social issues in the community. The school has useful links with individuals and external agencies, who contribute to the personal and social education programme, for example the Red Cross, the fire service and a homelessness charity. The police community support officer visits regularly to discuss and ask about issues that are of interest to pupils