

Inspection field 1: Standards in Religious Education

How well do pupils deal with the fundamental questions, explore religious beliefs, teachings and customs and express their personal responses to beliefs, teachings, customs and fundamental questions? What can you see in their work that demonstrates their progress over time?

- Use: the pupils' work, teachers' assessments, educational trips, lesson observations to form an opinion.
- To help you: Locally Agreed Syllabus (National Indicative Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Exemplar Guidelines and Profiles KS2 and KS3 (2011), 14 - 19 (2009), SACRE Guidelines, WJEC Examiner Reports.

Notes:

THE FOUNDATION PHASE:

The pupils' ability to discuss and recall is developing well at the start of the Foundation Phase and by the peak of the Foundation Phase nearly each one can discuss and ask fundamental questions with confidence. The increasing emphasis on skills, thinking skills and assessment for learning encourage various and independent activities in religious education and the pupils' enjoyment of these activities is apparent.

Many build successfully on previous learning and solve problems effectively by applying their thinking skills effectively.

The Welsh oral skills of the majority of pupils is developing robustly across the school. Pupils listen attentively to presentations and respond with confidence orally, using religious vocabulary and an increasingly accurate Welsh syntax. Many are able to converse naturally and fluently about their work from an early age. The minority who do not speak Welsh at home acquire the Welsh language quickly and successfully.

The majority of pupils use their speaking and listening, reading and writing, numeracy and ICT skills appropriately in religious education.

By looking at work samples and the pupils' books a variety of presentations can be seen that reflect the relevant skills.

The oldest pupils receive varied and challenging experiences while the reading and recording skills of the Foundation Phase show a good understanding of the requirements of the National Framework for Religious Education.

The ability of nearly every pupil to use a simple religious vocabulary is developed across the Foundation Phase and many children will begin to recognise a deeper meaning to religious symbols.

KEY STAGE 2:

At the bottom of Key Stage 2, the majority are able to recall, respond and communicate simply some of the basic religious beliefs, teachings and customs that are covered. Many begin to note the similarities and differences between religions.

At the top of Key Stage 2 the majority of pupils can describe some religious beliefs, teachings and customs, and how some of these aspects on religion affect the lives of believers. The majority of pupils are able to establish connections between religious beliefs, teachings and customs describing the impact on believers' lives and noting the similarities and differences within and across religions.

At the bottom of Key Stage 2, nearly every pupil can talk and ask questions about their own experiences, the world around them and aspects on religion they can discuss the questions that arise from their experiences offering their own views. Due to the nature of the themes, a minority of the pupils begin to recognise that fundamental religious questions are often complicated and the answers are often incomplete and uncertain.

At the top of Key Stage 2 many pupils can discuss their own and others' responses to questions about life, the world around them and religion. Most pupils are able to express and justify their ideas and opinions about fundamental questions. With their own investigations and experiences due to the nature of the themes, the majority of pupils recognise that fundamental religious questions are often complicated and the answers are often incomplete and uncertain.

The evidence in the children's books and findings from monitoring the learning and the teaching shows that standards are good across the school.

Most achieve Level 4 or 5 in Religious Education in KS2.

By the end of key stage 2, most possess a good knowledge of subject vocabulary. They contribute intelligently to class discussions and express their opinion clearly about the theme work and the information and communication technology (ICT) work. Very effective use is made of ICT to record religious education work across the school.

Our pupils' religious education standards are: good

Inspection field 2: Welfare and attitudes to learning about Religious Education?

What do you feel the pupils gain from religious education lessons?

- Use: pupils' work, analysis of a religious education questionnaire, minutes of the School focus group/Council

- [To help you: Supplementary guidance; listening to learners \(ESTYN, September 2017\),](#)

Notes:

The majority of pupils across the school, have positive attitudes towards their learning. Nearly every pupil has a great interest in the field of Religious Education. Most are very willing to discuss their work with their peers and this successful cooperation is a strong feature in every class. Consequently, the majority of pupils show respect towards others' contributions and respond positively to their ideas. The older pupils receive guidance on how to support the younger pupils, and they implement it conscientiously. This is a valuable practise and contributes effectively towards the sensible behaviours of nearly every pupil. Consequently, the majority of pupils have a clear awareness of the importance of treating everyone with respect and courtesy. The majority of pupils are tolerant and sensitive to the needs and aspirations of other pupils, who are similar or different to them. As a result, the majority have a firm awareness of fairness and the importance of equal opportunities.

Class Discussion sessions are regularly held in the classes and they contribute towards developing a positive attitude towards sharing problems and feeling empathy towards each other. They also promote discussion skills, listening skills and responding to others very well. Nearly everyone can talk about their feelings, actions and views by the end of the Foundation Phase and many describe and offer simple observations on other people's viewpoints.

At the bottom of Key Stage 2 the majority of pupils can describe their feelings, their actions and their own views and offer simple observations on the views of other people. The majority start to recognise that religious symbols have meanings and they will use simple religious vocabulary in a suitable way.

At the top of Key Stage 2 nearly all pupils can explain how their own feelings, actions and views impact their lives and describe how other people's views in the same way can impact on their lives. They use a range of suitable religious vocabulary and show a basic understanding of symbolic language.

There is a close link between the school and humanitarian charities such as Air Ambulance, Children in Need, Macmillan etc. This develops empathy and tolerance and ensures that every pupil is thinking of others.

Pupils' attitudes towards religious education in our school are: good

Inspection field 3: Teaching and learning experience in Religious Education?

How good are the planning and teaching in Religious Education? Provide examples of rich religious education experiences

- Use: educational trips, lesson observations, pupils' work, ask pupils.
- [To help you: Locally Agreed Syllabus \(National Exemplar Framework\); Welsh Government Guidance: People, Questions and Beliefs \(2013\), Exemplar Guidelines and Profiles KS2 and KS3 \(2011\), 14 - 19 \(2009\), SACRE Guidelines, Religious Education in secondary schools \(ESTYN, summer 1013\), Religious Education and Ethics in KS2 and KS3 \(ESTYN, summer 2018\)](#)

Notes:

Teaching in religious education: planning and a range of strategies

The school has planned appropriately to introduce the agreed syllabus for religious education. Therefore, standards of religious education are good across the school.

THE FOUNDATION PHASE

- Foundation Phase teachers are familiar with the National Exemplar Framework for Religious Education. They have identified the specific skills relating to people, beliefs and questions through Knowledge and Understanding of the World and Personal and Social Development, Well-being and Cultural Diversity.
- Foundation Phase teachers apply the 'People, Beliefs and Religious Education Questions for 3-7 year old learners in Wales' when planning units of work.
- The Foundation Phase plans based on the above awareness have incorporated people, beliefs and questions within these two fields and across the other fields of learning.
- The activities have been planned carefully across the Foundation Phase and demonstrate succession from one class to the next as a result of joint planning and joint discussion.
- A wide range of experiences are offered to give pupils every opportunity to progress in their knowledge and understanding and discussion and reasoning skills in the field.
- Resources such as anecdotes, information books, large books, artefacts, ICT resources, visits/visitors to the school all generate an interest and enrich provision in the field.
- The teacher has high expectations and provides consistent support.
- Classroom work is honoured at school services and classroom displays.
- Extensive use is made of websites such as HWB and Purple Mash as interactive resources.

The Religious aspects of the field are provided well during the Foundation Phase

KEY STAGE 2

- At least two hours per fortnight are assigned to Religious Education across Key Stage 2.
- Ysgol Edmwnd Prys and Ysgol Bro Cynfal teachers have spent time on joint planning and both schools are following the same themes/topics to ensure consistency.
- There are long-term, medium and short-term plans in Religious Education and both schools now also share

resources/visits.

- The plans are detailed and ensure succession and development, addressing big questions has been a medium to ensure depth and to develop the pupils' enquiry skills.
- As a result of extensive training, ordering rich resources that further deepen the understanding of teachers of the field, provision is good across the phase.
- Detailed assessment methods are a valuable contribution when providing tasks for different abilities. The school has invested in INCERTs recently that ensure detailed assessment of the religious education field at least once a year.
- Opportunities are utilised to take the children out on visits to places of worship and to invite visitors to discuss Religious Education matters with the children. The school has been on a visit to Maentwrog Church to create a booklet for visitors.

The quality of the teaching and the provision in Key Stage 2 is good.

The education standards of Religious Education in our school are: good

Inspection field 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities help pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop robust values and establish their spiritual and ethical beliefs?

- Use: educational trips, interviews with pupils, the school's collective worship programme, school newsletter, school records of any hate/bullying crimes.
- To help you: SACRE guidance, Guidelines on collective worship (Wales Association of SACREs), Supplementary guidance: collective worship in non-denominational schools (ESTYN, autumn 2017), Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes:

The school is a caring community. The pupil's voice is central to the school's work and ethos, which encourages confident and loyal pupils. The family ethos promotes respect and courtesy amongst pupils across the school. As a result, they delight in their daily activities and the broader community. All staff focus on effective collaboration in the interest of every pupil, in order to achieve their best always. Religious education lessons are planned to ensure that firm values will be developed to establish spiritual and ethical beliefs. The pupils' own values and beliefs are discussed promoting principles that help pupils to differentiate between good and bad. The school is successful at nurturing basic general values, such as honesty, fairness and justice.

The school successfully promotes the pupils' spiritual, ethical and social development through regular collective worship and opportunities for quiet reflection.

Collective Worship is provided following the common tradition of the Christian belief daily at school. The Collective Worship takes place at class and school level. Parents are given the right to excuse their children from the worship and their background is taken into consideration when providing for worship. No children have been removed from collective worship at the school. Moral, spiritual and belief aspects are explored whilst at the same time community spirit is nurtured and ethos and values are promoted. The teachers provide valuable opportunities for the pupils to contribute to the life and work of the school, the local community and the world at large.

The children will have an opportunity to do one or several of the following during the Worship:

- Reflection that includes listening, watching or reflecting on incentive, presentation or a conversation from a staff member or a guest speaker.
- Praying
- Singing
- Reading

Every pupil is given the opportunity to participate either in public or through reflection.

Collective Worship makes a significant contribution to the children's spiritual, ethical, social and cultural development. The school takes advantage of opportunities to develop aspects on PSE, Global Citizenship and the Welsh Curriculum as part of Worship. Creating an ethos that is different to the school's everyday ethos happens at the majority of sessions.

Thanksgiving and Christmas services are held in the community. The school also participates in

various services at the local church and chapel. Community activities enrich the learning experiences effectively.

Services are given every month by members of 'Agor y Llyfr' (Open the Book) - the presentations are lively and improve all pupils' understanding of the Bible's various story and contribute to spiritual and ethical development. The presentations are given in English which also helps with the pupil's second language skills.

The school's arrangements for safeguarding pupils meets the requirements and they are not a cause for concern. The school's policies and procedures ensure that every member of staff is trained and they respond to our safeguarding arrangements and comply with them, and promote safe practices and a culture of safety.

The school has appropriate policies and procedures for child safeguarding and protection that comply with the LEA's Child Protection Guidelines and cooperates with the Education Welfare Service and Social Exercises at all times.

All policies related to Safeguarding /Child Protection are reviewed annually.
 All of the school's staff members are aware of the school's 'Child Protection' procedures. Level 1 training is provided at least once a year.
 The school completes a Child Protection annual report every year and sends it to a designated person in the authority (Delyth Griffith).
 The children are asked every year in the form of a questionnaire whether or not they feel safe at the school. Every year 3-5 child said that they felt safe (Spring 2018)
 The school has responded to radicalism by adopting a radicalism policy and through Channel training for all school staff.
 Recruitment, discipline and reporting arrangements to ensure staff and volunteer suitability meet with legal requirements.

Does the school satisfy the statutory requirements for collective worship?	Yes	✓	No	
The contribution of religious education to pupil's personal development and community cohesion is: good				

Inspection field 5: Leadership and management in Religious Education?
Does the religious education subject leader possess the required skills and understanding to lead the subject effectively? How do you know?

- Use: work plans, monitoring and self-evaluation reports, data evaluation, interviews with the coordinator and the designated governor / SACRE visitor, staff meeting minutes, improvement plan, progress evaluation, case study following school to school collaboration.
- To help you: SACRE guidelines

Notes:
 The headteacher has established a clear vision for the school, which is based on the pupils' development, to the extent of their ability, in a happy, supportive Welsh environment. The headteacher is supported very effectively by a talented and firm assistant headteacher. Consequently, the leaders implement a system that allocates responsibilities intelligently to staff - which ensures that the leader of a subject such as religious education has the necessary understanding to lead the subject effectively. The leaders actively address local and national priorities. For example, they are beginning to prepare for the new curriculum, by using challenges to encourage pupils' creativity within interesting themes such as the recent Jewish theme. Work plans are monitored regularly to ensure that the material taught is purposeful and creative. There are thorough and up-to-date self-evaluation procedures in place. The leaders of both schools, which are in the cluster, use regular meetings to deal effectively with quality improvement plans and practices. They include scrutinising work and observing lessons to identify strengths and areas for improvement regularly, following an annual monitoring timetable. Effective procedures for staff development link directly to performance management procedures. This is having a positive impact on staff skills and expertise.

Leadership and management in Religious Education is: good

Matters to address	Actions	Who m?	By when?
Develop the pupils' extended writing skills effectively to reflect their real abilities - including Religious Education	To be included in the SIP for 2019-20	It is not necessary to share these details with SACRE but the school records need to ensure that accountability is clear to staff and governors	
Challenge the most able pupils to perform their best consistently by ensuring that the tasks set for the more able group are challenging by working through the basic, religious and human questions.	To be included in the SIP for 2019-20		
Enrich the resources in the external area in the foundation phase to further develop pupils' skills	Apply for a grant from the Ernest Cook Trust to further develop the area outside.		

Summative evaluation that will contribute to the school's evaluation of 'Personal Development (4.2)'

Name of Headteacher Iona Wyn Jones

Signature of Headteacher
Date:

I W Jones
08.01.19