

Name of School: Ysgol Llandygai Number: 3013

Religious Education



Inspection field 1: Standards in Religious Education

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

- Skills, knowledge and an understanding of Christianity and various religions are developed.
- Christian values are introduced in lessons, collective worship and reflection periods and form the foundation of the school's daily procedures.
- The topics / themes offer opportunities for pupils to follow lines of enquiry by responding to big questions regarding Religious Education.
- By using artefacts, educational visits, collaboration with other schools, Biblical stories and close collaboration with the Diocese, pupils are given creative experiences which encourage them to question, investigate and consider the big questions.
- As a result, pupils respond in a confident and mature manner which develops a willingness to express opinions about beliefs, teachings and customs with respect.
- The school has provided pupils with purple booklets to complete their Religious Education work. They include a store of standard cross-curricular evidence that reflect the four purposes and six learning and experience fields.

By examining the books, it can be seen that:

- The attainment standards of learners in many books are in accordance with core subjects and a substantial number achieve higher grades.
- The attainment in many books is high and early progress is made in terms of developing an understanding of Christianity and a wide range of religious beliefs.
- In many books, it can be seen that learners are inspired by the subject and that they learn exceptionally well. They develop and make very good use of a wide range of higher level skills to enquire, analyse, interpret, evaluate and contemplate their understanding of the impact of religion on believers.
- In many books, learners create an impression in the way they use their creativity and originality to use their RE information and skills for their own personal reflections regarding questions on meaning and purpose.
- In many books, most of the opportunities are always outstanding and consistently good.
- Effective use of assessment is made in many books to steer the teaching and learning in RE.
- In most of the books, RE is given a high profile in the school curriculum and learning activities fully provide for the needs of all learners.
- The RE curriculum in many of the books is rich and diverse and enables learners to acquire thorough information and an understanding of the Christian faith by means of a wide range of learning opportunities.
- The RE curriculum in many of the books provides opportunities for learners to understand and make connections between beliefs, customs and systems to appreciate the range of beliefs that are studied.
- In most of the books, there are connections between the Christian values of the school and the spiritual,

moral, social and cultural development at the root of the RE curriculum and they have a significant impact on learners.

Collective worship:

- The headteacher and the governing body will act to ensure that the statutory requirements for collective worship are adhered to. Collective worship is a standing item on the school improvement plan.
- Steps have been taken to ensure that the quality of worship provided for pupils is of very good standard.
- The school's robust collective worship procedure has ensured that a very close link has been fostered with the Church, which reflects our Christian character.
- Artefacts, themes, music, quiet reflection is used during collective worship.
- We have taken steps to develop the response of learners to collective worship, e.g. do they listen, easily respond, join in with the singing, praying and reflection, show respect and enjoyment by observing collective reflection and worship sessions.
- The responses and behaviour of almost every learner is to be praised during the meetings and it is a way of developing a sense of belonging.
- The central features of collective worship are included in every worship and have had a positive impact across both key stages.
- We have integrated opportunities for learners to contribute to the worship session (e.g. readings, drama, prayers, music), which in turn has fostered ownership of the periods by the pupils.
- We have ensured that it is clear to visitors that the school is a church school by developing the school's orchard as a spiritual / prayers corner and religious artefacts can be seen there clearly.
- There are clear and suitable spaces to encourage reflection and prayer around the school which provide opportunities for pupils and school stakeholders to use them to reflect/pray.
- The school operates in a creative environment which has been based on core Christian values. There is a special spiritual atmosphere within worshipping periods.
- The valuable contribution of the local vicar to promote the values in his weekly assemblies with the Junior Department is appreciated, as well as other fields in the life and community of the school.
- It is ensured that the collective worship period encompasses a broad range of Christian themes with a strong emphasis on the Christian values of the School and Christian celebrations. This ensures that pupils have a good understanding of the nature of Christian worship, the faith, the traditions and customs.
- A collective worship plan has been drawn up to ensure continuation, variety and a clear focus on Christian beliefs and holidays. A variety of hymns are sung in our assemblies.
- Through our assemblies, our Religious Education work plan, our PIVOTAL and PSE schemes, pupils contribute effectively by arranging contributions in advance, by sharing their feelings at the time and by reflecting on what was discussed. They are also given an opportunity to reflect on their own lives and the lives of others, to consider the fundamental questions of life and to reflect on their own beliefs or values.
- A whole school assembly with the Junior Department and the Foundation Phase is held every week in the School. There is an opportunity during these assemblies to reflect, enquire and discuss matters that arise in or outside school. These periods give the children an opportunity to discuss their feelings, listen to others and to respect a diversity of opinion.
- Pupils jointly recite a morning prayer, lunchtime prayer and a prayer at the end of the day.
- A Key Stage Two assembly is held on Tuesday morning, a Foundation Phase assembly on Tuesday afternoon and a Whole School assembly on Friday morning.
- Reflection periods are held before lunch on Wednesdays in classes.

Our pupils' religious education standards are: OUTSTANDING

Inspection field 2: Welfare and attitudes to learning about Religious Education?**What do you feel the pupils gain from religious education lessons?**

- Ysgol Llandygai is a safe community that provides care, support and guidance of the highest standard to all pupils.
- The pupils have an opportunity to contribute towards their own welfare and the welfare of others.
- They are very intellectual and take into consideration the feelings, emotions and viewpoints of others.
- Pupils have special social skills that nurture an understanding of the feelings, beliefs and values of others.
- The school has created effective groups of pupils that focus on elements to develop in the school. The Voice of the Child is a strong element within the school. 'The Spiritual Crew' group focuses on the religious ethos of the school, 'The Wise Dragons' are responsible for Welsh language developments, 'The Green Carers' focus on Eco developments, 'The Computer Druids' ensures the on-line safety of their fellow pupils and the 'Healthy Youth' is responsible for the Health and Well-being of our pupils.
- The Spiritual Crew has been collaborating to plan and create a reflection garden for the school as a space that can be used for reflection by school stakeholders.
- The school has received the bronze Sustrans award for their efforts to reach the school in a green mode.
- The Green Carers have been busy thinking about ways to care for our environment.
- Pupils are given the opportunity to share their concerns anonymously, in the 'Blwch Bwrw Bol' box. Visual posters surround the school by charitable Agencies such as NSPCC, Barnados who promote the sharing of concerns. Life and Relationships Education has been well-structured and learners are given an opportunity to discuss aspects that involve respecting the body and showing respect towards others, physically and verbally.
- The Voice of the Child is promoted effectively at the school and KS2 pupils are well represented by the School Council.
- The procedure of dealing with and monitoring cases of concern is effective. Every member of staff in the school is aware of the procedure to deal with harassment or bullying.
- The PSE study programme at the school places a particular emphasis on life skills, and draws attention to maintaining a healthy mind and body. Supporting visits are held in order to reinforce their information and understanding.
- Effective use of external agencies is made in order to deal with aspects relating to the care and welfare of pupils, at school and at home.
- Nearly all FP and KS2 pupils have a good knowledge of healthy eating, fitness and safety. The majority of KS2 pupils are aware of Healthy School Plan procedures and have followed various programmes.
- Most pupils across the school have good knowledge of well-being and safety rules and of influences that can affect healthy living - e.g. smoking, drinking, drugs. Parents' questionnaires indicate that nearly all believe that the provision of the school is very good.
- A detailed plan of Life and Relationships Education activities has been implemented at the school focusing on pupils developing self-awareness, self-respect, physical development and the type of acceptable and unacceptable behaviour in society. An opportunity was given to the School Council to discuss the content of the Life and Relationships Education Policy and contribute towards its content. The school's use of the *SENSE* programme as well as the new 'Tyfu Fyny' resource, has been embedded very firmly and effectively in the school curriculum as a way of introducing a comprehensive programme on Sex and Relationships Education for the oldest pupils of the school every year. Consequently, the learners have a good understanding of the aspect and can discuss matters openly with maturity.
- The school has also embedded a Family Values plan which intertwines with the Christian values of the Church. Work on these values is planned on a monthly basis within classes.

- The new specific values, which intertwine with the school's new discipline policy, are in existence, namely: Respect everyone and everything, aim for the stars and be safe. This derives from Pivotal training on effective discipline. As a result, behaviour at the school has improved, but there is room for improvement again in this field. **The programme works on 5 pillars which intertwine with the Family Values plan and the Christian Values Plan that focuses on 12 values.**
- The behaviour of the pupils is outstanding. The pupils are friendly towards each other, are courteous with school staff and visiting adults. They are very supportive of each other and there is a friendly family atmosphere within the school. There is a happy and pastoral feeling in the school. Most pupils show an interest in their work, with positive attitudes towards the learning. Their ability to maintain concentration and to undertake tasks is good.
- Most pupils show an interest in their work, with positive attitudes towards the learning. The voice of the child is listened to in order to improve educational and extra-curricular aspects in the school. The school gives an excellent opportunity for pupils to voice their opinion regarding the education provided in the school. The School Council makes valuable decisions in order to develop aspects of the school and they examine fields in the SIP, such as the Welsh Language, the Language Charter as well as enterprise. An opportunity is given to School Council members to develop life skills and the Committee is a fund-raising source for specific purposes within the school.
- A lot of the children are friendly towards each other in formal and informal situations. The children are very supportive of each other and there is a friendly family atmosphere within the school.
- The school strives hard to raise money to support various charities such as Children in Need, Diabetes, Tenovus.
- A welcoming ethos and an open door is promoted in the school and emphasis is placed on nurturing the Christian values.
- The School has integrated the 'Family Values Scheme' framework which intertwines with the Religious principles of the school.
- The PIVOTAL programme has been thoroughly embedded in the school and every pupil is fully aware of the three rules, namely 'Aim for the stars, be safe and respect everyone and everything'.
- Every lesson highlights good control and a good relationship with the children.
- Pupils participate in various services at the local church, such as services for Easter, Thanksgiving and Christmas.
- The school plans themes to follow lines of enquiry such as Botswana, How important is water in religion, Life after death?

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

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

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

- The teachers provide a wide range of enriching learning experiences which enthuse the pupils successfully.
- There are powerful examples of work such as Happiness is, Identifying the fundamental questions of life, what does the Bible say about love, Sikh Beliefs about creation, Religion v science, the Hindus' History of Creation, Saint David, Lent, How do people celebrate Easter, The Holy Week, Message of Peace and Goodwill,

using our voice as a weapon, Children's rights and responsibility.

- Their experiences are effectively enriched by the regular use made of visitors and visits, such as the local church, the Cathedral, collaboration with local Church Schools.
- Curriculum plans are based on interesting themes and pupils contribute appropriately towards ideas about the content of learning programmes.
- Appropriate use of the outdoor areas is made to enrich the learning experiences of pupils appropriately including the reflection garden.
- The principles of the new curriculum for Wales have been implemented in key stage 2, with good emphasis on the need to build the abilities, experiences and information of pupils on their journey throughout the school.
- Teachers' plans to develop literacy and ICT skills of pupils are detailed and purposeful within religious education.
- Staff know the pupils very well and encourage them to do their best within a supportive environment.
- Most of the teachers manage to inspire the interest of pupils well by offering an interesting variety of activities.
- Across the school, teachers share the learning objectives and success criteria of activities effectively with pupils.
- Assistants are an asset to the school and support individuals and groups of learners effectively within classes. The best features of the learning that are evident in over half of the classes, are based on the high expectations of the teachers.
- In these classes, they enquire skilfully in order to develop the responses and understanding of pupils further and there is a good pace to the lessons.
- They give good opportunities for pupils to assess their own work, which strengthens their understanding of how to make improvements. The feedback of teachers celebrate the successes of pupils and show them how to improve their work constructively.

The teaching standards of Religious Education in our school are: **OUTSTANDING**

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

To what extent do religious education lessons/activities help pupils 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 strong values and establish their spiritual and ethical beliefs?

- The reflection periods implemented ensure that school pupils are given suitable opportunities to reflect on their lives and/or special events.
- The reflection periods lead to mature discussions among the pupils - a pupil can be guided and supported further following a discussion period.
- The various praying/reflection areas within the school give a special opportunity for pupils to reflect/pray independently, which is an outstanding element in Llandygai.
- The arrangements of the school to promote the spiritual, moral, social and cultural development are very effective.
- The various voice of the child groups implemented focus on pupils' rights, as well as the responsibilities that coincide with the rights that lead to creating a caring community within the school. Everyone has a part to play to create a happy community.
- The 'bwrw bol' box is a special resource in the school which is used by pupils to draw the attention of

teachers to concerns.

- The school's provision to support pupils effectively is beyond, especially through the role of the Senior ELSA assistant.
- The Family Learning Signature programme is an effective tool to support pupils and their families.
- There is effective collaboration with various external agencies.
- Policies with a religious approach have been implemented in the school such as policies relating to discipline, life and relationships education, collective worship.

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:

OUTSTANDING

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?

- The headteacher has a clear vision that is shared very effectively with all school staff. This vision can be seen on murals in the school reception. Christian values are at the root of everything we do in Llandyngai.
- The school has a strong strategic direction with the Christian Values, the emotional welfare and intelligence of pupils, and learning development and progressive teaching are at the centre of its actions.
- Leadership is based on determining a clear strategic direction which is the foundation of all school activities.
- The vision is clear, namely, '*Aiming for Excellence*' which sets high standards for every stakeholder within the school. We believe that this is at the root of appropriate standards, ethos and achievement. As a result, we ensure that the standard of work in Religious Education is outstanding and performs on a joint basis with literacy, numeracy and ITC.
- The strategic direction is implemented through five priorities in the SIP. By working unswervingly towards the strategic direction and agreed priorities with the Headteacher, very high expectations are conveyed to those he manages. The sub-priority in the School Improvement Plan this year refers to Religious elements that need to be developed in the school.
- When self-evaluating the Christian direction of the School, a priority was added to the SIP which includes a specific plan to SELF-EVALUATE and develop the Christian character of the School. The plan includes definite actions and sets a clear time-line to follow. The governors monitor progress at their meetings.
- School staff and governors respond fully to the educational needs of every child, including those on the ALN register. In doing so, we ensure that we acknowledge the Christian character of the School by creating an ethos that supports effective learning.
- All school stakeholders, staff, pupils, parents and Governors are fully aware of the vision and objectives of the headteacher and the school.
- All the priorities in the SIP are a combination of national and local priorities, are quantitative and quantifiable and include funding to ensure staff training, visits with particular schools or resources to improve the provision. These are the essentials of '*Aiming for Excellence*'.
- In order to promote team work, the Headteacher has established an effective communication system to ensure commitment to the strategic direction and the self-evaluation process.
- The school has a store of various policies which are reviewed by the Governing Body in accordance with the effective mapping system of the school. The policies reflect the Christian Values.
- Every child is aware of the general objectives of the school to Respect everyone and everything, Aim for the Stars and Be safe. It is a core part of school life and impacts standards as well as the development of pupils' social skills.

- The SMT is very successful in reinforcing the strategic direction of the school and has a positive impact on the outcomes of pupils and teaching quality. The leadership team is accountable for leading specific areas of the school improvement plan. They meet on a weekly basis within their departments and, as a result, they determine a clear way forward for the school. In order to develop the strategic vision further, the team analyses the work of the School in an evaluative manner. Consequently, they have a very good understanding of the School's strengths and the fields that need to improve. They act on these outcomes swiftly in order to address any shortcomings or weaknesses that arise.
- Teaching staff and key members of the ancillary staff meet on a weekly basis to discuss and receive training on aspects of Teaching and Learning, self-evaluation and to share good practices. They lead aspects such as scrutinising the workbooks of pupils and each others' work plans to ensure consistency in provision across the School as well as accuracy when assessing pupils' work. This effective practice of developing leading skills also has a good influence on teaching throughout the School.
- Volunteers from the local community contribute towards curricular work to improve pupils' reading skills. This has a positive impact on nurturing and maintaining the interest and enjoyment of pupils in reading, and also increases their confidence in their ability to discuss the text. The school takes advantage of the skills of people within the community in order to enrich the experiences of learners, whilst at the same time developing a community ethos. This is done by inviting members of the community as guest speakers and inviting pensioners from the village to celebrate Saint David's Day in a singing concert.
- The school communicates well with parents and the wider community in a wide range of media, e.g. newsletter, school website, local newspaper, text messages, weekly letters from the SC, the termly themes booklet of the Junior Department, Twitter, ClassDojo, annual reports, parent evenings, school Handbook and correspondence about the term's activities.
- There is a good and constructive relationship with other organisations, including other schools within the Catchment area e.g. RPL to develop AforL principles in order to improve the achievements of learners, as well as offering placements for students from local colleges and Secondary schools.
- Bridging arrangements agreed with the local cluster of schools and secondary schools enable older pupils to prepare well for the next period of their education. The pupil transfer structure through the Primary/Secondary partnership is effective for the benefit of the pupils. During the summer term, meetings are held with parents of pupils with ALN with the Secondary Co-ordinator and the school. This annual process is effective to ensure the best provision before the pupil transfers to the Secondary Sector.
- The governors receive written reports on a termly basis on the priorities in the SIP and, therefore, respond to what has been planned for each assessing point.
- Specific members of the Governing Body visit leaders of the priorities in order to discuss developments in connection with the priorities in order to report on them. This process involves challenging and supporting the subject leaders, nurturing a professional critical relationship and agreeing on targets as part of a firm line of accountability.
- The Headteacher has introduced teams of pupils to nurture the Voice of the Child in the school. The 'Spiritual Crew' was introduced in the school last year and they have been working hard ever since on exciting and interesting ideas to develop the religious ethos of the school. Undoubtedly, this is an outstanding element of the work of the school.
- The Headteacher has worked diligently to strengthen the partnership between other church schools. An educational church tour was recently planned where pupils from Ysgol Llandygai, Ysgol y Faenol and Ysgol Cybi had an opportunity to observe and scrutinise good practice to adopt within their schools. The impact of the opportunity was excellent as a number of pupils recounted their satisfaction at nurturing new friendships. They wish to continue the collaboration to create a music Compact Disc. The school has collaborated with Ysgol Penboyr in the same manner to share good practices.
- Other church schools undertake visits to scrutinise and observe the effective practices at work in Llandygai.
- The Headteacher has provided pupils with special purple booklets to complete their Religious Education / Reflection Period work. As a result, the work has a status and pupils are very proud of what they have

achieved in them.

- Various visits from members of the Diocese are undertaken which is a way of further developing the school's strategic partnerships, which ensures that the school's church status, as well as Christian values, is a priority for us.

Leadership and management in Religious Education is: OUTSTANDING

Matters to address	Actions	Whom?	By when?
Consider using the Religious Education Syllabus of the Church within the school.	Hold a discussion at the next meeting of the Governing Body.		
Develop the role of school stakeholder when planning collective worship periods in the school.	Use a planning template more consistently in the school when planning periods of collective worship / reflection.		
Continue to develop the Professional Learning Community with Nearby Church Schools.	Nurture the existing connections at work following a recent learning tour.		

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

- Ysgol Llandygai is a school with a very special atmosphere. The Christian Values are the Foundation of everything we do, and develop and support pupils to become knowledgeable and intelligent citizens for the big wide world.
- The opportunities we offer in the school within Religious Education lessons, the reflection and collective worship periods give pupils an opportunity to reflect, ponder and offer answers to the Big Questions. Thorough planning by the school ensures that a Big Question is at the root of every lesson.
- This is a school that offers care and support of the highest standard to all school stakeholders. We are one happy family in Llandygai.
- The provision of the school for spiritual, moral and social development is special.
- The Christian Values are a firm foundation to develop the pupils' knowledge and understanding of keeping healthy and safe, by the grace of God.
- The pupils have purple Religious Education booklets which include tasks involving reflection and self-care.
- There is effective provision for pupils to reflect on their own beliefs and values.
- Pivotal values that are implemented in the school ensure that pupils possess the social skills that are necessary for the real world. The principles, namely 'Respect Everyone and Everything, Aim for the Stars and Be Safe' are known to all school stakeholders and are a firm foundation for excellent behaviour.
- The provision of the school for developing skills, knowledge and an understanding of how to make decisions regarding a healthy lifestyle is good.
- The school gives pupils valuable opportunities to take on responsibilities and play a full part in the school and wider community.
- At the beginning of each theme, every child is given the opportunity to offer ideas about what they want to learn, staff incorporate these ideas into their work plans.
- Creativity is developed through literacy, illustration, music, religious education and technology.
- There are effective arrangements in the school to promote healthy eating and drinking, including the school's fruit trolley.
- Parents are encouraged to provide healthy lunch boxes.
- The school is part of the Gwynedd Healthy Schools Plan and has managed to win the Step 3 award; the bronze award of the Active Journeys Sustrans plan was won in 2017.
- The school has a successful partnership with the police and the fire service in order to present information to pupils regarding how to take care of themselves, e.g. drugs, substances, violence, bullying.
- The school has planned thoroughly for lunch and break times in order to promote physical activity.
- The pupils nurture a very good understanding of keeping healthy and safe in Science lessons, Life and Relationships Education and PSE lessons and Circle Time.
- The pupils are given various opportunities to nurture skills, knowledge and understanding to make decisions to keep healthy and safe by not misusing substances, being aware of sex and healthy relationships and keeping safe on-line.
- The cross-section of themes presented in the school gives pupils an opportunity to learn about various countries, including Botswana, Patagonia, China. There is a close connection between the University and students from China visit us every year to hold workshops about their country's culture.
- The themes also give pupils an opportunity to learn about various religions and the importance to respect everyone and everything.
- The school held a successful Fair Trade week last year which gave every class valuable opportunities to learn about Fair Trade in various countries across the world, e.g. sugar, chocolate, cotton and tea.
- The school has a Racial Equality Policy, International Dimension, Global and Multi-cultural Citizenship policies.
- Science and Geography lessons in particular provide good opportunities for the children to learn how their decisions affect others and the environment, and we offer more opportunities to study specific examples where this now occurs.
- Annual enterprise activities effectively deepens the understanding of pupils of planning, profit and loss and

nurtures the responsibilities of life among pupils.

- A strong anti-bullying culture is at work in the school and the School Council has given a presentation to the rest of the pupils about the importance of telling an adult if they are concerned. They have planned posters to encourage pupils to speak up and they are visible around the school.
- A comprehensive e-safety policy is implemented in the school and pupils are given lessons about on-line safety.
- Pupils understand the appropriate actions to take if they are a victim of cyber bullying and not to share any personal information.
- The 'Computer Druids' are a group of pupils who promote a sensible use of the internet.
- The school has been part of a research project on 'Women's Confidence' in collaboration with the Pontio Theatre and the University in Bangor. Pupils were given an opportunity to collaborate with artists, musicians, dancers and actors to nurture self-confidence by participating in various artistic activities. This had a positive impact on the personal and social development of the pupils, their verbal skills along with their creativity which nurtured self-confidence. A documentary programme was produced on the work and the premiere was screened at the Pontio Theatre in Bangor during a Red Carpet afternoon for the pupils, parents and the community.
- The various voice of the child councils reinforce the learning - the Spiritual Crew, the Computer Druids, the Healthy Youth, the Wise Dragons, the Green Carers and the School Council. These councils work non-stop to promote important messages about their responsibilities.
- The school gives responsibilities to pupils on voice of the child Councils to think about dynamic ways to develop the school and to move the school forward in relation to the school's priorities.
- The councils set an excellent example to the rest of the pupils by discussing and thinking about special ways to develop the school such as a Children in Need day, planning a flower box in the form of a cross to be placed in the reflection area, deciding to have a trolley selling fruits to pupils, planning a Digital character to promote safe use of the internet and presenting jackets to the Welsh-speaker of the week to promote social use of the Welsh language.
- The school has been praised for their efforts to teach pupils and give them valuable experiences of Welsh culture as part of work on the Welsh Language Charter. Given the linguistic nature of the homes of many pupils, encouraging pupils to use the Welsh language socially has been a challenge for the school. However, through perseverance and introducing activities that inspire pupils, the Welsh language can be heard more frequently around the school.
- The school has been awarded the Gold Welsh Language Charter Award for two consecutive years. Pupils at the school have been busy filming a piece for Welsh Government as part of a process to nominate Mrs Gwenan Ellis Jones, namely Gwynedd's Welsh Language Charter co-ordinator, for the 'Inspirational use of the Welsh Language' award at the Teaching Awards Cymru. The enthusiasm and confidence of pupils when using the Welsh language is apparent and is a source of pride.
- The School Council takes an active role in school assemblies by setting an example for the rest of the pupils.
- In addition, they have taken responsibility for teaching pupils about children's rights and they update their noticeboard every week to display the right of the week.
- The school ensures equal opportunities for everyone to participate in the groups.
- The reflection period is part of the weekly timetable and pupils are given an opportunity to reflect on their learning which is special spiritual, moral and social development.
- The pupils show empathy toward others and support charities such as Children in Need, the Shoebox Appeal to Romania and Tenovus.
- There is a religious area in every classroom and pupils use the area to reflect individually and ponder the Christian values.
- There is a specific reflection area for school pupils to visit in the school's orchard where a church bench and a flower box in the form of a cross is placed. It is a wonderful and quiet area to take time to think.
- Our assemblies have a particular spiritual ethos, and pupils contribute effectively by arranging contributions in advance. There is a special structure to our assemblies which give pupils an opportunity to reflect, respond and contribute to 'big' questions.

- The Reverend visits the school every week and holds assemblies in response to the school's monthly value. As a result, there is a golden thread between lessons and the assembly.

Name of headteacher
Signature of headteacher

Mr Elfed Morgan Morris

E.M.Morris

Date:

10.06.2019