

Name of School: Ysgol Llandwrog

Religious Education

Inspection area 1: Standards in Religious Education

How well do pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What can you see in their work that demonstrates their progress over time?

- Specific Christian values are expressed clearly. This ensures that the majority of school members identify specific features of the school's values and note how they impact their daily lives and achievements. The School's vision is that we provide an environment and conditions where every child can flourish. The results of the tracking system (teacher assessments, National and internal tests) indicate that every child is making progress against their previous attainment and against his/her personal targets. We manage to undertake this by having a thorough knowledge of and excellent relationship with pupils. Lesson observations show that the pupils have positive attitudes towards learning.
- The school has a clear definition of spirituality that most adults understand. Experiences are noted in the curriculum, these give learners opportunities to investigate their spirituality. Learners respond well and develop the ability to express their thoughts clearly and confidently. A weekly assembly takes place at the church under the leadership of Reverend Lloyd and opportunities are taken to hold regular Christian services at the church such as Thanksgiving, Christmas and a farewell service at the end of the year. There is also an opportunity for Year 6 pupils to visit the Cathedral to attend a service of celebration and primary/secondary transition. This link with the church is excellent. The relationship has been extended to the Cathedral in Bangor as one pupil is a member of the cathedral choir.
- The school's character and Christian values contribute to the spiritual, moral, social and cultural development of the learners. The school regularly contributes to local and national charities such as Macmillan, Teams2U etc. We also recycle clothes at school which not only brings money to the school but also supports the local organisation - Antur Waunfawr.
- The school's Christian character continues to guide its approach to pupil attendance and exclusion matters for all learner groups. Learners behave well and in general the relationship between all members of the school community are linked to the school's character and Christian values. There have not been any cases of racism or bullying. The School's behaviour support policy and the ethos of the whole School promotes fraternity and co-existence. Respect towards racial differences and equality is promoted through our PSE work and services. Attendance in the 2017 school year was 96.8% for pupils of compulsory school age. Every pupil arrives at the School punctually. There have been no suspensions for many years. Parents are committed to retain this level of attendance. Learners have some understanding of the Christian heritage of Wales and of Christianity as a multi-cultural religion throughout the world, and they respect the variety and differences within other faith communities. Emphasis is placed on Christianity in their Religious Education lessons. Pupils have a good knowledge of Bible stories and of the message of Jesus Christ's gospel. The school includes cross-curricular elements in Religious Education lessons in accordance with the requirements of the Literacy and Numeracy Framework.
- The school has commenced a relationship with other church schools. This started after the new Headteacher attended a workshop with other church schools to create a network link over the web. In addition, this year Yr 6 pupils went to Ysgol Maesincla to take part in specific workshops with other pupils from church schools. It is trusted that this will continue next year.

Key Strengths

- *Excellent relationship with the local church and Reverend Lloyd, this gives a strong Christian sense to the pupils.
- *The school's family nature promotes a homely and safe environment for pupils to flourish and develop to their full potential.
- *Every parent noted in the Summer 2018 questionnaire, that they are totally content with what the school achieves

and the attainment of pupils, the opportunities they receive as well as the homely environment that is promoted.

Collective worship

- Members of the school community understand the importance of collective worship in the school's life and can express what this means to them personally.
- *Collective worship often includes the person of Christ, and learners understand that he has an important place in worship.
- *Learners are aware of God the Father, the Son and the Holy Ghost in their worship but have not fully developed their understanding of this.
- *Biblical material is often used in joint worship and learners can link some of this to the school's key values and their own lives.
- *Learners have an understanding of different Christian traditions when worshipping, especially local customs of the Church in Wales, although they cannot always fully discuss them. 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.
- *Most pupils recognise the value of worship, respond positively and are willing to participate.
- *The themes are relevant and give close attention to the spiritual and moral development of learners. As a result, learners take some measures to serve others.
- * Most of the worshipping elements are present although some are less developed than others. The location is appropriate and is often varied.
- *Through planning a structure is secured that enables learners to come across Christian beliefs. Worship is linked to significant periods in the school's life and to Church seasons. The majority of Christian holidays are celebrated or they are recognised in the context of worship. There are regular contributions by Reverend Lloyd and other members of the school community. Reverend Lloyd holds weekly assemblies and children also participate in Church services in the village - Thanksgiving Service and Christmas service.
- *Pupils from the school jointly recite the Lord's Prayer at the morning assembly, recite a prayer together at lunchtime and a prayer/say grace at the end of the day. Services and lessons are held to ensure that pupils understand the nature and purpose of prayer. There is room to develop periods where the learner understands the purpose of prayer and reflection in a formal and informal context. It is trusted that many pupils will then be able to use prayer in their personal lives and contribute relevant and appropriate prayers regularly to school assemblies.

Key Strengths

- The majority of parents stated that the School's values and attitude had a positive effect on their child (Questionnaire, May 2017).
- There is a special connection between the school, Reverend Lloyd and the local church. The impact of this is that pupils develop a sense of being a member not only of the church family, but also of the wider community.

Our pupils' religious education standards are: GOOD

Inspection area 2: Wellbeing and attitudes to learning about Religious Education?

What do you think pupils gain from religious education lessons?

- Learners have some understanding of the Christian heritage of Wales and of Christianity as a multi-cultural religion throughout the world, and they respect the variety and differences within other faith communities. Pupils have a good knowledge of Bible stories and of the message of the gospel of Jesus Christ. The school includes cross-curricular elements in the Religious Education lessons in accordance with the requirements of the Literacy and Numeracy Framework.

Key Strengths

- Excellent relationship with the local church and Reverend Lloyd, this gives a strong Christian sense to the pupils.
- The school's family nature promotes a homely and safe environment for the pupils to flourish and develop to their full potential.
- Every parent noted in the Summer 2018 questionnaire that they are totally content with what the school achieves with the attainment of pupils and the opportunities they receive as well as the homely environment that is promoted.

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

Inspection area 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

- Specific Christian values are expressed clearly. This ensures that the majority of school members identify specific features of the school's values and note how they impact their daily lives and achievements. The School's vision is that we provide an environment and conditions where every child can thrive. The results of the tracking system (teacher assessments, National and internal tests) indicate that each child is making progress against their previous attainment and against his/her personal targets. We manage to undertake this by having a thorough knowledge of and excellent relationship with pupils. Lesson observations show that the pupils have positive attitudes towards learning.
- The school has a clear definition of spirituality that most adults understand. Experiences are noted in the curriculum, these give learners opportunities to investigate their spirituality. Learners respond well and develop the ability to express their thoughts clearly and confidently. A weekly assembly takes place at the church under the leadership of Reverend Lloyd and opportunities are taken to hold regular Christian services at the church such as Thanksgiving, Christmas and a farewell service at the end of the year. There is also an opportunity for year 6 to visit the Cathedral to attend a service of celebration and primary/secondary transition. This link with the church is excellent. This relationship has been extended to the Cathedral in Bangor as one pupil is a member of the cathedral choir.
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The teaching standards of Religious Education in our school are: GOOD

Inspection area 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?

- Members of the school community understand the importance of collective worship in the school's life and can express what this means to them personally.
- Collective worship often includes the person of Christ and learners understand that he has an important place in worship.
- Learners are aware of God the Father, the Son and the Holy Ghost in their worship, but have not fully developed their understanding of this.
- Biblical material is often used in joint worship and learners can link some of this to the school's key values and their own lives.
- Learners have an understanding of different Christian traditions when worshipping, especially local customs of the Church in Wales, although they cannot always fully discuss them. 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.
- Most pupils recognise the value of worship, respond positively and are willing to participate.
- The themes are relevant and give close attention to the spiritual and moral development of learners. As a result, learners take some measures to serve others.
- Most of the worship elements are present although some are less developed than others. The location is appropriate and is often varied.
- Through planning a structure is secured that enables learners to come across Christian beliefs. Worship is linked to significant periods in the school's life and to Church seasons. The majority of Christian holidays are celebrated or recognised in the context of worship. There are regular contributions from Reverend Lloyd and other members of the school community. Reverend Lloyd holds weekly assemblies and children also participate in Church services in the village - Thanksgiving Service and Christmas service.
- Pupils from the school jointly recite the Lord's Prayer at the morning assembly, recite a prayer together at lunchtime and a prayer/say grace at the end of the day. Services and lessons are held to ensure that pupils understand the nature and purpose of prayer. There is room to develop periods where the learner understands the purpose of prayer and reflection in a formal and informal context. It is trusted that many pupils will then be able to use prayer in their personal lives and contribute relevant and appropriate prayers regularly to school assemblies.

Does the school satisfy the statutory requirements for collective worship?

Yes

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No

The contribution of religious education to pupil's personal development and community cohesion is: **GOOD**

Inspection area 5: Leadership and management in Religious Education?

Has the Religious Education subject leader got the necessary skills and understanding to lead the subject effectively? How do you know?

Leaders express and promote a vision based on specific Christian values. The vision was written and discussed jointly with all stakeholders. Assemblies and specific lessons are held on Christian values that are the basis of the vision. It is trusted that this will give pupils opportunities to discuss, to extend their understanding and to express the values in various methods.

- Leaders describe the impact of Christian values on the learners and on all of school life.
- Leaders have a good understanding of the school's performance and expertise on the basis of the school's self-evaluation strategies.

*When self-evaluating the Christian direction of the School, a priority was added to the SDP 2018-19 which includes a specific plan to SELF-EVALUATE and develop the School's Christian character. The plan includes definite actions and sets a clear time-line to follow. The governors monitor progress at their meetings. This will lead directly to planning improvements at the school. Attainment and expertise will also improve or previous good performance will be

strengthened for each group of learners.

- Leaders ensure that collective worship, RE and aspects of the curriculum are guided by specific Christian values that contribute to behaviour and good aspects of the learners together with their spiritual, moral, social and cultural development. There are two church representatives on the governing body namely, Reverend Lloyd and Mrs Susan Williams.
- Parents, the church, the diocese and the wider community contribute fully to school's life in a way that ensures clear benefits to learners, including their understanding of local, national and global communities. Every week, the pupils visit the Church and they have received a visit from Bishop Andy. Year 6 pupils annually visit the Cathedral for a farewell service. A great many of the staff have had an opportunity to go with the pupils to the event and this has also been training and professional development for them.
- There is a good and sufficient supply of Religious Education resources available at the School. When we require a particular resource the Rector/Church members assist us. There is now a network of church schools that share resources on-line under the guidance of the Diocese Education Officer.

Key Strengths

- The Headteacher and staff model and promote behaviour and values that contribute positively to creating a school ethos where pupils and staff feel they are respected and valued.

Leadership and management in Religious Education is: GOOD

Matters to be addressed	Actions	Whom?	By when?
Develop the element of school to school collaboration to strengthen the activities and values already offered at the school.		It is not necessary to share these details with SACRE but school records need to ensure that accountability is clear to staff and governors	
Older pupils to keep a record of the stories/themes and the hymns in the assemblies and to draft a short evaluation of the assemblies focusing on the impact of the assemblies.			
Pupils to take more of a role in the organisation of school assemblies and contribute effectively by arranging contributions in advance, by sharing their feelings at the time and by reflecting on what was discussed. Also, develop opportunities 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.			
Develop staff and governors as leaders in church schools. Give good support to leaders in the field of worship and RE to			

achieve their roles to enable them to undertake improvements or to maintain previous good practice.			
Review and renew the worship policy			
Intertwine Christian Vales more and more into the School curriculum.			

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

- The community link is very important in the school's work and vision. Children participate regularly in concerts, shows, eisteddfodau and services. They also gain confidence and have opportunities to use their oral language in Welsh and English. The School Council is very active and meets on a regular basis during the year. There are a number of decisions and discussions at the School Council that have a positive impact on school life.

Name of headteacher CARYS WYN THOMAS

Signature of headteacher

Date: 1/10/19