

Name of School: YSGOL PENTREUCHAF

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?

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

Notes:

- Religious Education standards at the school are good and pupils make good progress in the subject throughout their time at the school. The quality of pupils' work in the books is good throughout the school.
- Most pupils deal with fundamental questions skilfully and respond capably when discussing them. Most recollect religious customs from a variety of religions successfully by the time they reach the top of the school, and compare religions, their customs and teachings, and discuss similarities.
- FSM pupils make good progress and there is no gap between what the majority attain and the attainment of their peers. ALN pupils reach their potential in the subject and make good progress from their baseline. The work of MAT pupils is of very good quality and they discuss religions with maturity.
- Most pupils successfully transfer their literacy skills to Religious Education lessons, and the quality of the literacy work is good. There are regular opportunities to develop oracy, reading and written skills in Welsh and English and there are opportunities to develop ICT within the subject.
- Most pupils develop good skills that give them access to the whole curriculum. Evidence from the school in observing, learning walks, and discussions with pupils show that most use their speaking and listening, numeracy, thinking and ICT skills well in Religious Education and cross-curricular.

Speaking and Listening:

- Most FP pupils reach the expected standards or higher in communication skills and are able to use them skilfully. *e.e. listening attentively, responding purposefully and asking questions to the teaching staff and participating in role play activities.*
- By the end of FP, the higher tier can offer a detailed explanation, use and vary the increasing range of suitable vocabulary in play and in structured activities and are able to speak clearly with a range of audiences. Good examples of this was seen in the 'Pie Corbett' work and in brief presentations using the 'Puppet Pals' app in year 2 and 'partneriaid parabl' sessions in Reception year. Also, good evidence of collective sessions on the mat with the Nursery class
- Many KS2 pupils also reach the expected communication standards or higher, and have shown that they can listen attentively to presentations, respond well by making comments, enquire or express an opinion in both languages. Although they are less confident at the start of KS2, pupils grown in confidence and quickly develop their ability to clearly discuss in English, including projecting their voice and using a range of vocabulary effectively.
- By the end of KS2 most pupils use expression effectively to keep listeners' interest in both languages.

Reading

- In the FP pupils' reading skills develop from an early age with most responding successfully to reading strategies and show and express a fondness of books.
- The majority of pupils use a phonetics strategy as a result of the daily use of 'Tric a Chlic'. The resources have had a positive impact on the early reading skills of the majority of pupils.

- By the end of FP the majority of pupils use reading strategies more and more independently for a wider range of subjects and the higher tier can skilfully break down a subject with unfamiliar vocabulary.

Writing

- The majority of pupils in the Foundation Phase write independently for a variety of purposes and audiences, using full sentences, they punctuate correctly and use an increasing range of rich vocabulary and good syntax. A good example of this is the effective way they plan, write and improve imaginative stories by the end of FP.
- The majority of the school's pupils manage to develop extended writing skills further to a good standard by following the Big Writing scheme throughout the whole school.
- Most pupils use differential scaffolds successfully to plan their writing work in Welsh and English and make appropriate improvements by referring back to the criteria when re-drafting.
- The work of the majority display a good awareness of the various forms of writing using a range of suitable sources.
- Most write interesting texts using a wide range of vocabulary, such as verbs, idioms and comparisons, effectively to enrich their work.
- Most can apply these writing skills successfully cross-curricular e.g. Writing a letter to Glanrhyd bakery; newspaper article on the story of the first man on the moon.

Numeracy

- Most pupils make good progress in their ability to apply numeracy skills when moving through the school.
- By the end of the Foundation Phase, most add and subtract correctly using tens and units.
- They show a good awareness of the value of different coins by using them correctly up to a pound.
- They measure carefully by using standard and non-standard measurements to solve simple problems, for example, measuring ingredients to produce butter.
- In Key Stage 2, most pupils have a firm understanding of value where to multiply and divide whole numbers with 10 and 100 and decimals when adding and subtracting correctly up to two decimal places.
- Most use the appropriate range of skills to measure time effectively.
- By the end of key stage 2, most develop good relevant numeracy strategies for problem-solving and present their results in a systematic manner.
- The ability of most pupils to apply the numeracy skills they have developed in extended problems or across the Curriculum are good. Amongst the good examples seen when scrutinising books were when pupils apply their understanding of money in enterprise projects and present data and create a formula in spreadsheets on the pupils' 'Google Drives'.
- However, there is room to apply numeracy further in Science investigations.
- The majority of pupils effectively develop their number skills at an appropriate age and skill level.
- The majority of pupils can recall number facts to mind quickly, understand place value well and successfully use a variety of mental maths methods.

ICT Skills:

- Many FP and KS2 pupils can use ICT confidently and very effectively when organising, presenting, communicating and investigating.
- Nearly every pupil has a very firm understanding of safety on the Web and the wider aspects of 'Digital Citizenship' following specific workshops by the NSPCC for pupils and parents.
- There is good evidence of data and modelling skills being developed effectively across the school with examples of high standards (Yr2) forming a database using Purple Mash and good use of the tortoise and in key stage 2 an effective example was seen of coding work using the Scratch programme and

producing purposeful leaflets.

- Production skills were seen to be developed very effectively in FP making excellent use of Puppet Pals to reinforce oral patterns. In addition, there was a good example of the creative thread with pupils planning and creating a film and animation using several apps.
- Many Year 2 pupils use the 'QR' codes well for communication and recording their work independently through the 'Seesaw' software pilot scheme.
- By the end of KS2 the majority of pupils can produce good work together using Google (Docs:Slides etc) apps by using word processing, desktop publishing, PowerPoint (including video and animation work), email and research on the web.
- The digital competency skills of most pupils is good, and they can gain from them to raise standards and improve their learning across the Curriculum.

Thinking and creative skills

- Most pupils across the age range can reflect effectively on their learning standard and can express a view.
- The majority of KS2 pupils can offer good reasons for their views, offer relevant improvement recommendations and act on these to raise the standard of their work.
- The majority of FP pupils can act as very effective discussion partners ('Partneriaid Parablu') and this is also developing well in KS2.
- During the learning walks excellent examples were seen of Foundation Phase pupils asking pertinent questions, describing and showing a mature consideration of what they had learnt themselves and from others.
- Likewise, it was seen that the majority of KS2 pupils collaborated effectively for self-assessment, peer assessment and contributing to the initial discussion on an unit of work.

The Welsh Language

Language of the household	N / R / 1	1 / 2	3 / 4	5 / 6
2018 - 2019				
% Welsh	58%	71%	74%	72%
% English	42%	29%	26%	28%

- The standard of the Welsh language at school compared to schools with similar language background is good.
- Comparative data on Welsh and standards when scrutinising books, is robustly good across the age ranges.
- The school received the Gwynedd Language Charter Gold Award' accreditation for the second consecutive year in 2018, partly in recognition for the standard of Welsh, and continues to maintain these high standards by identifying strengths and areas for improvement.
- Book scrutiny, lesson observation, questioning groups of learners and annual data tracking all confirm that the majority have made good progress in Welsh during the academic year.
- Most pupils make good progress in Welsh from FP to KS2.

- Many pupils use Welsh of a high standard around the school.
- Most pupils choose to speak Welsh on the schoolyard and within the school.
- Most pupils from Yr. 2 up to Yr. ?????? can use standard, formal Welsh well when discussing with adults and can adapt in social contexts with their peers.
- Most pupils are able to explain the benefits of learning Welsh and being effective bilingually.

Matters to be considered/requiring attention in the SDP:

- **Challenging pupils, as well as planning enriching opportunities for children to apply their number skills cross-curricular including Religious Education, continues to be a SDP priority in 2019/2020.**

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?

- Use: pupils' work, analysis of a religious education questionnaire, minutes of the School focus group/Council
- To assist you: Supplementary guidance: listening to learners (ESTYN, September 2017),

Notes:

- Wellbeing and attitudes to learning about Religious Education in most FP and KS2 pupils is good.
- Nearly all the pupils state that they feel safe in the school environment and they know who to talk to if they are worried or anxious and they understand school procedures to deal with bullying and misbehaviour.
- Nearly every pupil behaves well and show respect to each other and themselves at school. Those pupils who exhibit behavioural difficulties are historically only minor exceptions at the school. However, a higher % is shown in 2018/19 due to social and emotional reasons. The school has a good knowledge of these pupils and respond well to the difficulties through long term plans.
- Behaviour and the way most pupils interact together is good. Almost every pupil behaves politely and respectfully to each other in the dining hall, the yard and in the classrooms. Historically the school has a caring, family ethos.
- Cases of bullying at school are very rare on the whole. Very few pupils note that they suffered from any bullying during the last three years.
- Through a range of activities such as physical education, science and circle time nearly all the pupils have a firm understanding of how to be healthy and appreciate that healthy foods and regular physical exercise has a positive effect on their well-being and development.
- Nearly all pupils from Yr 2 up have a good awareness that healthy eating and drinking and fitness contribute to a healthy mind and body.
- The children's responses and behaviour seen at the school confirm this, e.g. smoking risks, drugs, talking to strangers, road safety, Web safety, respecting each other's bodies.
- Most pupils respond well to Web Safety workshops and they can discuss methods to keep safe digitally.
- The majority of pupils refer to previous learning and to personal experiences very well in lessons that are held by other agencies and experts *e.g. NSPCC, PC Dewi Owen*.
- Most pupils benefit from the wide programme of after school activities and clubs that are available. These additional activities have a positive influence on the fitness of the majority of pupils and their understanding of the need for physical exercise. The annual extra-curricular programme offers opportunities in a range of skills from the arts, practical and digital to the physical. *e.g. various sports clubs, cookery club, go-kart building club, singing club, coding club*. These arrangements ensure valuable

opportunities to develop the fitness of all pupils.

- Almost every pupil behaves exceptionally with visitors and with each other, they listen to each other and respond politely.
- The comments and impressions of visitors regarding the pupils' attitude and behaviour is very positive and this contributes extensively to the school's ethos and promotes pupils to respect themselves and each other.
- Almost all pupils interact in a friendly manner with each other in both formal and informal situations and any incident to the contrary are rare exceptions.
- Nearly all the pupils are willing to participate in school life taking on a lead role such as in the School Council, Eco Council.
- A willingness to participate contributes towards the sense of ownership pupils have towards the school, and is reflected best in the impact of the voice of the School Council and the Eco Council. *A good example of this is the way School Council members have planned and raised money for charities; guiding governors through the site as part of a site safety inspection; and the excellent work the Eco Council has undertaken in engaging with the community as a result of the 'Eco-Brics' cross-curricular project.*
- The School Council and learner's voice has a beneficial impact on school life.
- The School Council incorporates the views of nearly all pupils through the Class Council system and has a very positive impact on the well-being and satisfaction of nearly all the pupils across the school.
- Most pupils interact well with new children and adults.
- The care of the older pupils for the younger pupils and the way they welcome new pupils is effective.
- Nearly all classes interact especially well with adults including the elderly and this was seen at its best when collaborating as part of the school's work as a 'Dementia Friend School' and working with the Dementia Unit at Hafan Hedd.
- Most of the pupils understand moral concepts such as fairness, equality, tolerance, sustainability, and the rights of the child. This is highlighted in the pupils' behaviour when interacting with each other, when raising money for charities, in their ability to show empathy, conserving energy and recycling at the school.
- Almost every pupil shows a positive attitude toward disability and other additional learning needs.
- Pupils show a good understanding in their PSE lessons of the similarities and differences between individuals, families and communities.
- Pupil questionnaires indicate that the majority respect each other.

Improvement issues that need attention during the coming year

Continue to develop cross-curricular resources to correspond with the Religious Education Lessons.

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

- Use: learning walks, lesson observations, pupils' work, ask pupils.
- To assist 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:

- Planning for Religious Education is purposeful and responds to the requirements of the National Exemplar Framework. The Foundation Phase skills have been mapped. Long term plans are used purposefully in order to plan a series of lessons.

- Religious Education is taught termly in every class.
- The voice of the pupil is strong at the school and strongly influences the planning. Consequently, tasks and activities attract the pupils' interest well.
- The majority of lessons are of good quality and manage to develop pupils' knowledge and understanding of religious beliefs, teachings and customs, and their subject skills and cross-curricular skills.
- The quality of the planning is good across the school. The planning builds on previous learning and ensures consistency and year on year progression.
- AfonL is good at the school and it is ensured that the lesson's objective is shared with pupils, along with the SC. This ensures that the high expectations are clear.
- Teachers give constructive feedback, and pupils are regularly encouraged to improve their work. Discussion partners are regularly used and pupils frequently self-assess and assess their peers.
- Religious Education is assessed annually according to the descriptions of Outcomes and Levels of the National Exemplar Framework. Progress in Religious Education is reported to parents annually. The assessments show that most pupils make good and steady progress in the subject
- Awareness raising sessions for the four aims have ensured that teachers have an increased understanding of the new Curriculum. Emphasis is placed on developing the principles, and KS2 teachers have begun responding to them.
- Teachers arrange educational visits to the local church, Coleg y Bala so that pupils become familiar with places of worship and rituals and workshops are held regarding significant religious celebrations.
- Activities are arranged for the areas in the Foundation Phase to develop Religious Education skills.
- The school has a number of visitors every year in order to deepen the pupils' understanding and knowledge of the Bible and Christianity e.g. Opening the Book assemblies every fortnight for the whole school.

Improvement issues that require attention during the coming year:

- Continue to refine the planning in order to respond to the requirements of the New Curriculum
- Develop Creative Activities

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?

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, school records of any hate crimes/bullying.
- To assist 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:

- Learning experiences successfully promote pupils' personal development, including their spiritual, moral social and cultural development.
- The provision to promote a health mind is good. Since introducing yoga/mindfulness in 2018, early findings suggest that the social behaviour/skills, anxiety difficulties of a target group of pupils have improved.
- Nursery/Reception pupils respond very well to their lessons especially one child with social behaviour difficulties. It manages to effectively calm down the pupils' minds.
- It is too early now to see any impact of the Mindfulness scheme, but it appears that one pupil with anxiety difficulties is responding very positively and is making good progress.
- The school is a 'Dementia Friend' and therefore KS2 pupils have a very good understanding of the

condition. Pupils have managed to have a close connection with the Dementia Hafan Ward at Bryn Beryl Hospital and this includes regular visits and a project with musicians, artists and the Children's Poet Laureate for Wales in 2016-2017. This was launched at the 2017 Anglesey National Eisteddfod. This work is an excellent aspect that received attention in the national press as the pupils created a short film raising the awareness of children and adults about the condition. It was considered to be innovative as the work managed to change the pupils' mindset and made them persuade others and help with the condition - lifelong positive mindset.

- The attention given to studying the local area with its history and literature is a good feature of the school. Celebrations such as Saint David's Day when the school invites older people from the area into the school to celebrate with them has a positive impact on the children's appreciation of the local community.
- The school promotes the spiritual and moral development of pupils within the curriculum and in learning experiences. The school has created a valuable connection with the area's church society that presents stories from the Bible to pupils every second week as part of the 'Opening the Book' programme. Pupils listen attentively to the stories and are ready to contribute to the performances. The school manages to ensure a spiritual and pleasing nature for the collective worship sessions and children contribute effectively. By studying themes such as 'Pacifists' in their religious education lessons, PSE pupils develop a good understanding of moral aspects.
- The school's pupils, staff and parents are very active in the Urdd activities. Many pupils benefit from performing and from various arts activities. The school has annual successes in local, county and national eisteddfodau. Offering the pupils a range of excellent experiences is a strength at the school.
- Every pupil has regular opportunities to participate in performances to foster their self-confidence, their ability to express themselves and to work as a team. *e.g. Thanksgiving services; St David's Day; Christmas and the end of the academic year. The school has developed confident pupils and good performers over the years.*
- Pastoral care is a feature that we are very proud of. Staff have good knowledge of social deprivation and the family difficulties of some individuals. The school is considered to be a sanctuary for some children and there are good plans and programmes in place to develop their social skills. The school is an organised community that gives high priority to the welfare and safety of pupils as well as to encourage their commitment to their school and the wider community. There are clear guidelines available to deal with situations that arise, together with allowing all school stakeholders to know what our ethos and mindset is. There is good collaboration with the Welfare Officer and the School Nurse to solve some cases of concern.
- Circle time is used very effectively to respond to the pupils' concerns and to deal with cases that arise in a sensitive and open manner. The 'Siop Siarad' (Talkabout) programme implemented by the school to support individual pupils is a good feature of the health and welfare provision. It has already been of significant assistance to a group of pupils including LAC children to cope better with feelings of fear, anxiety and depression by building their resilience and self-respect and learning cognitive and emotional skills in a simple well-structured way.
- At the school's request we received several visits from Childline and a representative from NYAS (Welfare Organisation for children and young people) visited to encourage discussion and the views of Yr 5 and 6 pupils about children's rights and welfare and to hold individual weekly counselling sessions as and when required. A group of children called 'Ffrindiau Ffeind' supervise the yard and offer help to vulnerable individuals.
- The school places valuable emphasis on healthy eating through the school menu and implements a 'Healthy School Scheme' successfully to develop the health and fitness of our pupils.
- The school follows the Authority's agreed plan well for learning about relationships and sexual health.
- The PSE provision, as well as the school's daily routines, promote values such as honesty, tolerance and fairness for every pupil in a good way. Good opportunities are identified within the curriculum and within school arrangements to challenge stereotypes and the idea of respect and responsibility is developed well. We celebrate significant events such as Down's Syndrome Day annually and hold a

special assembly to promote our policy and principles of inclusion. As a result, pupils have a natural empathy towards equal opportunity and cases of bullying, racism and discrimination are rare.

Improvement issues that require attention during the coming year:

- Continue to plan collective worship for the whole school

Does the school satisfy the statutory requirements for collective worship?

Yes

x

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?

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

Notes:

- The coordinator presents good leadership and sets high expectations for the subject. The coordinator has the knowledge and understanding to lead effectively.
- The school has purposeful resources such as areas, artefacts and religious books. There are plenty of good quality resources at the school.
- There are policies in place that have been reviewed in line with the timetable. Information about the school's ethos and Christian nature is shared with parents in the handbook. Information about the right to withdraw pupils from Religious Education lessons is in the handbook.
- No pupils have chosen not to participate in collective worship.
- No pupils have been withdrawn from religious education lessons.
- The SMT scrutinises books termly and monitors the Religious Education provision, draws up reports and reports to the Governing Body.

Improvement issues that need attention during the coming year

Further develop the role of the pupils

Continue to develop links with other schools.

Leadership and management in Religious Education is: Good

Matters to be addressed	Actions	Who m?	By when?
			It is not necessary to share these details with SACRE but school records need to ensure that accountability is clear to staff and governors

<ul style="list-style-type: none"> Become familiar with the new curriculum and begin refining plans 	Follow the SDP measures		
<ul style="list-style-type: none"> Continue to develop cross-curricular resources to correspond with the Religious Education Lessons. 	Follow the SDP measures		
<ul style="list-style-type: none"> Continue to refine the planning in order to respond to the requirements of the New Curriculum Develop Creative Activities 	Follow the SDP measures		
<ul style="list-style-type: none"> Continue to plan collective worship for the whole school 	Follow the SDP measures		
<ul style="list-style-type: none"> Further develop the role of the pupils Continue to develop links with other schools. 	Follow the SDP measures		

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

Brief! Approximately 50 words.

Staff create a happy, caring and inclusive ethos at the school. They promote the pupils' spiritual, moral, social and cultural development effectively. The valuable collective worship periods ensure opportunities for pupils to consider other perspectives, as well as giving them an opportunity to reflect on how we can look after our world. The school has recently adopted several strategies to respond to the emotional needs of a few pupils. An effective example of this is the use made of Yoga and Growth Mindset to develop emotional well-being and the positive attitudes of pupils towards their learning.

Name of headteacher: Gethin Elis Thomas



Signature of headteacher

Date: 27/09/19