

Name of School: Ysgol Bethel

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.
- EAL and FSM pupils are making 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 from observation, 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.

Oracy skills: Welsh in FP

Nearly all Foundation Phase pupils make very good progress in their communication skills. They listen attentively and are ready to respond to the teacher's questions. They are willing to talk about matters that are of interest to them e.g. hobbies, visits, pets and television programmes. They join in very enthusiastically with rhymes, songs and stories. By the end of FP many, especially the more able pupils, use a wide range of vocabulary and idioms and use them skilfully when talking to each other and in front of the class. The majority of pupils show excellent oral standards by the end of the foundation phase.

Oracy skills: Welsh and English in KS2

By the end of KS2 the majority of pupils make very good progress and attain very high standards in talking and listening. Most listen carefully to presentations by teachers and others. They present information and talk of their experiences and ask questions and respond to each other using an increasing range of correct vocabulary and patterns as well as using a wide variety of sentence patterns. Many ask sensible questions with extended response when explaining an idea or offering an opinion. The oral standards in Welsh are excellent across KS2 and particularly in English by the end of KS2. Nearly all of pupils have voiced their views very successfully in a questionnaire concerning oracy across KS2 showing that they are very aware of the variety of oral skills. The confidence of pupils when performing has increased significantly. Many pupils noted that they are confident when presenting information in front of an audience.

Reading skills: Welsh in FP

The reading skills of the majority of pupils in FP are developing very well. Many can use phonic strategies effectively, with the majority being able to discuss and explain the contents and what they like effectively.

Reading skills: Welsh and English in KS2

The Welsh reading skills of the majority of pupils in KS2 is very good. Most pupils read fluently, with confidence and understanding. The English reading skills of nearly all the pupils are very good by the end of KS2. The majority use their skills very effectively when undertaking research, in using reference books and the internet when dealing with their themes. The majority of pupils read a range of different texts and can express an opinion very confidently. Most KS2 pupils have noted in a questionnaire that they are confident when quoting from a text to support their opinion. Most have noted that they can read between the lines effectively when interpreting text.

Welsh and English Writing Skills in FP

By the end of FP the majority of pupils write clear and comprehensible sentences, using appropriate and interesting vocabulary. Pupils link sentences regularly and the punctuation and spelling skills of most are very good. The pupils' handwriting is developing very well and the best display cursive handwriting skills by the start of Yr. 2. Work of a very high standard is received from MAT pupils in Year 2. By the end of the foundation phase all pupils will have commenced successful sessions in reading and writing simple English sentences.

Welsh and English Writing Skills in KS2

All of the pupils in KS2 write in a range of forms in Welsh, and their work is presented in an orderly way. Punctuation, grammar and spelling standards are generally good, and by the top of the school they use a higher level of punctuation making regular use of the punctuation pyramid. By year 6 nearly all manage to form paragraphs and set out their work in good order. There are examples of extended written work of a very high standard from pupils across the school.

Most present work of a high standard in English by the end of KS2. Across KS2 many of the pupils punctuate and spell well. In years 3/4/5/ a minority of pupils spell phonetically. By the end of KS2 many of the pupils have a good grasp of spelling patterns. By the top of the school, many of the pupils undertake very effective extended writing for different purposes and audiences, in a range of subjects.

Mathematical Skills in FP

By the end of FP many pupils can do mental arithmetic very effectively. They have a very good understanding of place value and their number skills are appropriate for their age or ability.

Mathematical Skills in KS2

Pupils standards in numeracy is very good across KS2 and they achieve very extended work. MAT pupils at the top of KS2 achieve work that is nearly two levels higher than expected. Book scrutiny reports indicate that pupils can apply their numeracy skills successfully in a wide range of situations across the curriculum in every class.

ICT in FP and KS2

FP pupils use HWB software for communication and to handle data. As pupils become increasingly confident they use ICT to communicate very well in KS2 when creating extremely effective multi-media presentations using imovie, green screen, scratch, stop motion. The standard of ICT in KS2 is excellent. Nearly all of pupils use their 'Google' account very confidently in KS2 sharing their work with the teacher and with each other very confidently. Nearly everyone is very confident in word processing, creating PowerPoint presentations and researching on the internet. They handle data very well to create bar charts and line charts etc. The pupils' modelling work is of a high standard.

Thinking, Life and Creative Skills in FP and KS2

The thinking skills of nearly all the pupils is developing systematically and very effectively across the school. The majority of pupils use thinking skills very effectively indeed to assist them with their learning across the curriculum. Pupils throughout the school are aware of their personal targets and regularly work on them very successfully in the 'Tarlo Targed' sessions. Nearly all pupils in Foundation Phase understand what the success criteria are and self-assess their work. This will happen in writing or orally. Nearly all of the pupils in KS2 plan Success Criteria for their own learning activities. They also contribute well when planning joint units of work. By the top of the school, nearly every pupil not only offer observations on how to improve each others' work, but also successfully implement those improvements. The majority of pupils can solve problems excellently and develop their ideas to proceed to the next steps of their learning.

Improvement issues that require attention during the coming year:

- Further action to raise the standards of English spelling in KS2

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:

Nearly all pupils feel safe and free from physical and verbal abuse at the school. A questionnaire shows that nearly every pupil is happy at school and are willing to turn to any adult for help when required.

The majority of pupils are aware of what bullying is and as a result the number of bullying allegations have been consistently low over the last five years. The school responds quickly to concerns and the School Council has drafted a pupil friendly anti-bullying policy. There are weekly circle time activities throughout the school and high quality Whole School assemblies take place. The majority of parents noted that the pupils behave well at school. The majority of parents also considered that the school deals well with behaviour if any incidents happen.

The behaviour of nearly every pupil throughout the school is excellent. All pupils are polite to each other and with others within and outside the classroom. Nearly all the pupils interact especially well in the classrooms, during break time and lunch time and around the school. The 'Ciw Clên' assist younger pupils very effectively at the school. This has improved the pupils' enjoyment of their playtime and has developed the skills of older pupils to show respect, care and concern towards others. A very positive ethos can be seen during play/lunch times with specific strategies in place. As a result of this, the enjoyment of all pupils during these periods has improved throughout e.g. play areas under the care of designated adults, effective football games with the attitude and rules very important to all players.

By the end of the Foundation Phase, the majority of pupils will understand the importance of healthy eating and nearly all pupils in Key Stage 2 make wise decisions regarding their choice of food.

Many pupils in Key Stage 2 understand the very positive impact physical exercise has on their health. Almost every pupil participates regularly in physical exercise. (2 hours a week). The majority of pupils benefit from the extra-curricular sports clubs - rugby, gymnastics club, netball and cricket. This has a very positive impact on the pupils' fitness levels. A questionnaire formulated by the School Council notes that the majority of pupils who play football at break-time see that the new arrangements are extremely successful.

Most pupils across the school have excellent knowledge of the rules for well-being and safety and of influences that can affect healthy living - e.g. smoking, drinking and drugs. The majority of pupils have a good understanding of the impact of their choices on lifestyle and physical and mental health.

The majority of pupils understand the implications of using ICT for communication and are aware of how they can use the internet safely.

By the end of KS2 nearly every pupil takes on responsibilities and play a part in the school and the wider community, such as being a member of 'Ciw Clên', various activities, gardening club, physical education ambassadors, Annual Remembrance Sunday service, Annual St David's Day concert for the Older Person's Club.

The School Council, Eco Council, Sports Ambassadors, On-line Heroes, Healthy School Council consider the voices of the pupils in an effective manner. They organise various activities, including celebrations to develop the pupils' understanding of their culture, the local community and the wider world. An example of this is the School Council's commitment to develop the Language Charter and continue to spread the effective principles that have awarded the gold award to the School. Through the Eco Council all pupils have had several opportunities to promote environmental issues: attend a gardening club, and manage to achieve the silver award in active travel (Sustrans Scheme), managed to secure the Green Flag and a reduction in the school's energy consumption, visits from the Healthy Travel Officer to look at safe paths in the village.

There is an obvious emphasis on listening to the voice of the child across the school. Sports ambassadors play a leading role in encouraging children to keep fit and foster a positive attitude towards sport and to developing skills to improve mental resilience. The school has welcomed the idea of the ambassadors of holding 4 minutes of intensive physical exercise and 4 minutes of mindfulness every morning at the start of the school day. Nearly all of the pupils understand that the sessions are beneficial for their bodies and mental well-being.

The function of the ICT - 'On-line Heroes' promoters is to assist pupils to ensure that other pupils use ICT correctly and to its full potential. They lead the annual on-line safety day and organise and repair computers and undertake an audit. They are busy creating a new website for the school and have run a very popular coding club.

Children participate regularly in concerts, eisteddfodau and services in the village. Nearly all of them, across the age range, benefit from these opportunities to participate in formal situations and increase their appreciation of the village and its organisations.

There is a healthy link between local organisations and the school e.g. Chapel, Church, Efe scheme, Library, Cylch Meithrin, local businesses and the pupils are very aware that these organisations are active in the village. The local Minister or Vicar regularly holds assemblies.

Circle Time sessions give pupils good opportunities to express, share and discuss feelings and matters of importance to them. Pupils lacking in confidence with low self-esteem or who have experienced bereavement/loss have made good progress following interventions such as 'Tŷ Gobaith, 'Mighty Mo'. Nearly every pupil can cross the road safely from Year 1 as a result of Kerbcraft training. The Webster Stratton principles are embedded very effectively across the school and weekly Deina sessions take place in FP to reinforce the excellent attitude of nearly all the pupils.

The above activities ensure excellent opportunities for nearly all pupils to take responsibility and make decisions that prepare them well for life and work outside school.

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: JUDGEMENT

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:

- Religious education is taught as part of the school's theme work within the year.
- 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, as well as their subject and cross-curricular skills successfully.
- The quality of the planning is good across the school. The planning builds upon previous learning and ensures consistency and year on year progression.
- 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, the Cathedral and to the Mosque so that pupils become familiar with places of worship and rituals.
- Activities are arranged for the areas in the Foundation Phase to develop Religious Education skills e.g. creating palm leaves, and an Easter garden in the outside area.
- 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. A visit from the Minister and Youth Officer of Capel Berea, and the pupils visit a local Chapel to perform in the annual Thanksgiving Service.

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:

- Pupils are good at taking responsibility for their learning in Religious Education lessons.
- The voice of the pupil is strong. Pupils are asked to contribute ideas about activities and tasks related to a theme and teachers respond to these
- Most pupils have a good understanding of other religions due to the nature of the school's community. They visit a Chapel, Church and the Cathedral during their time at the school.
- Most pupils have a good understanding of their rights following presentations by the School Council. These are on display in the classrooms.
- Each year the school celebrates Fair Trade week and raises pupils' awareness of the importance of being global citizens.
- The Religious Education plans ensure that human rights are studied.
- The school successfully helps pupils understand the effect of life choices.
- Most pupils understand the effect of behaviour on their mental health, their physical health and well-being, now and in future.
- 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 suggest ideas about what they want to learn, staff incorporate these ideas into their work plans as much as possible. Through the Class Council and the School Council the voice of the pupil is heard as pupils participate in aspects to move the school forward.
- Many pupils drink water regularly throughout the day and are aware of the importance of this.
- The school does give pupils, who do not eat school meals, a choice to bring a healthy food box with them to school. Consequently, the importance of a healthy food box is often discussed.
- The school provides enriching opportunities for pupils to learn about e-security. The school's e-security advice ensures that nearly all pupils have purposeful and useful information to stay safe on-line.
- The school's Sports Ambassadors promote fitness and physical health during break times.
- Participating in the Healthy School Scheme and cycling sessions for Yr6 has enabled the pupils to have a good understanding of the importance of keeping safe both physically and mentally.
- Most pupils across the school have good knowledge of the rules for well-being and safety and what can influence and impact healthy living - e.g. smoking, drinking, drugs.
- They regularly refer to the contribution of the Police Education Officer dealing with matters such as web safety, (speaking with strangers) road safety when crossing the road and Healthy School activities.
- Nearly all pupils have a good knowledge about the development of their bodies by following the Healthy School guidance to present aspects of relationships and sex education and the body's development which has been

agreed with the Governing Body.

- The sex education and relationships policy is very effective.
- Nearly all the pupils and parents agree in the questionnaires that the pupils are happy and feel safe at school. 'Cryw Clen' are active during break time.
- Most pupils at the school are aware of their rights to be safe and nearly all are aware of the importance of the 'Bocs Siarad', 'Rhywbeth i'w ddweud' envelope, Llyfr Llais y Plant to voice any concerns and state that the school responds effectively to these.
- Through a democratic process the school provides opportunities for all members of the school's various committees to contribute to decisions via the School Council/Language Charter, the ECO-green Group, Super Ambassadors, Sports Ambassadors and School Road Safety Officers and by taking responsibility for different activities.
- There are opportunities for Council members to give presentations to the Governing Body about their work and by so doing develop their confidence.
- The school deals with themes such as Fair Trade within the curriculum and during assemblies and this means that most pupils have a good understanding of what they and others do makes a difference at several levels be they local or at a broader scale.
- The school promotes positive attitudes towards equality and social diversity via different procedures, such as collections for different charities.
- The school takes part in all the Urdd activities and ensures that every member of the Urdd has an opportunity to perform to foster self-confidence. The performance element is a very strong aspect within the school.
- Through the activities of the Language Charter, classroom themes and the Welsh cultural ethos in the classroom, the majority of pupils have a very good understanding of their culture, the local community and the wider world.
- Through sports activities, during school time and beyond school hours, every pupil has an opportunity to work in a team. Various after school Clubs take place.
- The school participates in a variety of extra-curricular activities and sports competitions that are open to every pupil e.g. cross-country running.
- The school has a good relationship with specialist services/agencies such as Educational Psychologists, Welfare Officers etc.
- There are opportunities for all pupils in Yr 5 to attend Glanllyn and for Yr 6 to go to Cardiff and the learning experiences are enriched significantly by off-site visits and by welcoming a large number of visitors to the school.
- Effective use is made of collective worship sessions and assemblies to develop the spiritual, ethical, social and cultural aspects of nearly every pupil. Visitors are regularly welcomed at these times in order to give attention to different aspects.
- Through the work of the Super Ambassadors the majority of pupils have an awareness and understanding of human rights e.g. Organising a visit from Sally Holland (Children's Commissioner for Wales) to the school.
- Pupils are given a daily opportunity to develop values and establish their spiritual and ethical beliefs.
- Through Drama lessons and Curriculum themes pupils use their imagination to create and perform presentations.
- A number of opportunities are given to pupils to perform publicly such as in Eisteddfodau, Services and Concerts.

- The PSE provision and the school's daily routines promote values such as honesty, tolerance and fairness.
- The school also promotes a sense of responsibility, when pupils interact with each other, when they carry out classroom tasks and when they participate in extra-curricular activities.
- Through whole school assemblies and class assemblies, pupils are given time to develop and reflect, to develop moral values such as respect, honesty and fairness and to develop the understanding and ability to differentiate between what is acceptable and what is not. Most pupils display those values.
- There is a reflection area in every classroom that gives pupils the opportunity to think and reflect quietly.
- A regular visit from the local rector to lead assemblies supports the teachers' work.
- Religious Education lessons give pupils the opportunity to develop socially by looking at their personal values, and other customs and beliefs throughout the world.
- Collective Worship takes place daily and jointly twice a week. Worship is of a Christian nature and there are intended plans in place. A series of joint collective worship dealing with a Christian theme and values are planned and daily worship in the classroom reinforces the work.
- The school successfully keeps pupils safe from the dangers of radicalisation, all staff are trained to identify signs and understand the procedure if there are any concerns.

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 every term 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, mainly Church schools

Leadership and management in Religious Education is: **Good**

Matters to be addressed	Actions	Whom?	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	

Name of headteacher: Gwion Owen
 Signature of headteacher G M Owen
 Date: 30/09/19