

# **How can SACRE monitor standards within Gwynedd schools from 2022 onwards**

## **Background**

Until March 2020 schools were given a self-evaluation questionnaire on behalf of Gwynedd SACRE which was originally prepared by the Religious Education Consultant at the time (Bethan James) as part of the document How SACRE Can Monitor Standards (Appendix 1). These self-evaluations were shared with the SACRE on a termly basis (one of the last ones received is attached in Appendix 2). Schools received the questionnaire to fill in following an inspection by ESTYN and the self-evaluation was therefore in line with the ESTYN inspection programme.

A monitoring document was prepared for each SACRE meeting which included a summary of ESTYN's findings regarding each school inspected during the previous period as well as a summary of ESTYN's relevant comments. The last monitoring document prepared is attached in Appendix 3.

## **Current Situation**

ESTYN inspections of schools temporarily stopped from March 2020 until May 2022. Estyn now has a new inspection method in schools. Their inspection reports no longer include summary grades (e.g. 'Excellent', 'Good' or 'Adequate'). Rather than focusing on grades, the reports detail how well providers help a child to learn.

A key overview of the findings will be included in the report headline, focusing on the school's strengths and its areas for development. The new method aligns with the personalisation of the new curriculum for Wales.

The reports for the 3 schools from Gwynedd that were inspected during May 2022 are now available. There is a subsection within the Main Findings of each report on Care, support and guidance within the school. Within this subsection there are some comments about the spiritual, moral, social and cultural development of pupils together with Collective Worship. The comments are attached here about the 3 schools in Gwynedd where a report has been published in Appendix 4.

The Curriculum for Wales is now statutory in Welsh primary schools and Secondary schools must formally adopt it by September 2023. Religion, values and ethics is a mandated element of the curriculum that falls within the Humanities Area of Learning and Experience and as such is statutory and Gwynedd schools are expected to operate within the Agreed Syllabus agreed by Gwynedd SACRE. As a result of this major change the requirements and the process of self-evaluation are now very different in schools with further work taking place at a national level to establish reporting and evaluation systems for schools which are in line with the new Curriculum for Wales.

## **How can Gwynedd SACRE monitor standards for the future**

There is a real effort within the education system here in Gwynedd and at a national level to reduce and simplify the pressure on schools in terms of preparing reports and the same information that was used by schools up to 2020 to prepare their Self-evaluation for the SACRE is not readily and easily available to them.

What then are the options and the way forward so that the SACRE continues to be able to monitor standards of both Collective Worship and Religion, values and ethics within schools without adding burden to the work program of Headteachers and schools?

## Appendix 1

### How can SACRE monitor standards?

#### Standing Advisory Council for Religious Education (SACRE)

SACRE's main function is to monitor religious education and collective worship and to advise the local authority on matters relating to religious education and collective worship. The Wales Association of SACREs believes that this advice should be based on current information. Many SACREs monitor standards by inviting schools to share their self-evaluation of Religious Education and collective worship with SACRE members.

#### Further Information:

- Wales Association of SACREs: [www.wasacre.org.uk](http://www.wasacre.org.uk)
- Religious Education and Collective Worship: Circular 10/94 (Welsh Office)
- So You're Joining Your Local SACRE: a handbook for SACRE members in Wales (WASACRE)
- Guidance on Collective Worship (WASACRE, 2012);
- Review of SACRE reports (Welsh Government, 2011 and 2013)

#### Department for Education and Skills Wales (DfES)

Most SACREs in Wales have adopted or adapted the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales' as their locally agreed syllabus. The Welsh Government has supported the teaching of religious education in schools by providing guidance documents to support teachers, head teachers and SACRE members. These provide useful information about teaching methods, resources and assessment. The 2010-12 national external verification process gave RE departments in secondary schools the opportunity to show their understanding of RE attainment levels.

#### Further information

- <http://wales.gov.uk> > search for Religious Education
- Locally Agreed Syllabus (or National Exemplar Framework for Religious education in Wales)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplifying Learner Profiles at KS2 and KS3 in Religious Education: Additional Guidance (2011)
- Religious Education: Guidance 14-19 year olds (2009)
- People, Questions and Beliefs in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://wjec.co.uk>)

#### ESTYN

The new ESTYN inspection framework identifies five inspection areas or reporting requirements:

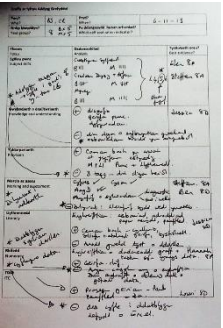
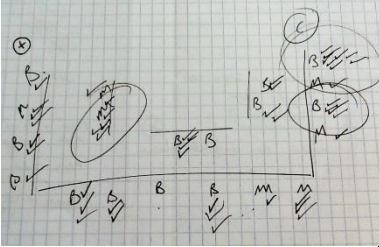
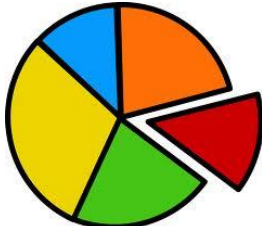
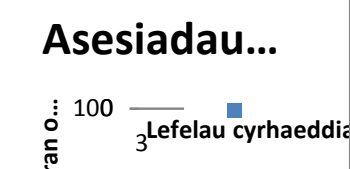

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experience
4. Care, support and guidance
5. Leadership and management

Few school inspection reports include references to the standard and quality of Religious Education and collective worship.

**Further information:**

- [www.estyn.org.uk](http://www.estyn.org.uk)
- Religious Education in Secondary Schools (ESTYN, June 2013)
- Religious and moral education in key stage 2 and key stage 3 (ESTYN, Summer 2018)
- Supplementary guidance : collective worship in non-denominational schools (ESTYN, Autumn 2017)

## What evidence do schools use in order to make judgements?

<p><b>Book Review</b></p> 	<p>Teachers will collect a sample of pupils' work (e.g. range of abilities, ages, boys and girls) and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• To what extent does pupils' work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• To what extent does pupils' work develop the skills identified by the National Literacy, Numeracy and Digital Competence frameworks?</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Lesson Observation</b></p> 	<p>Teachers and school leaders will observe lessons and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• Are the pupils well motivated? Are they contributing to their own learning?</li> <li>• Does the work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• Does the work develop the skills identified by National Literacy, Numeracy Digital Competence framework?</li> <li>• What improvements do we need to make to our planning, provision and assessment?</li> </ul>
<p><b>Questionnaires and interviews</b></p> 	<p>Schools can analyse the results of questionnaires used with pupils, teachers and parents to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What do they think about the content of the RE lessons? Are there significant groups who are offering different opinions?</li> <li>• What progress are they making in their RE skills?</li> <li>• What are their perceptions/attitudes/opinions?</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Data</b></p> 	<p>Schools can use teacher assessment data or external examination results (secondary schools only) in order to identify trends or patterns.</p> <ul style="list-style-type: none"> <li>• How well are boys/girls/groups performing over time? (all schools)</li> <li>• How well are our pupils performing in comparison with other departments/other schools? (secondary schools only)</li> <li>• Are there any groups of pupils who are underachieving? (all schools)</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Other</b></p>  <p>Newyddion Addysg Grefyddol <b>Religious Education News</b></p>	<p>Schools can also base their judgements on other evidence such as,</p> <ul style="list-style-type: none"> <li>• Success in local or national RE competitions;</li> <li>• Participation in local or national RE events/conferences/projects/publications;</li> <li>• Monitoring reports by other members of staff, e.g. school literacy, numeracy or ICT co-ordinators;</li> <li>• Minutes of meetings held with teachers, school governors or SACRE visitors.</li> <li>• Action research undertaken by a member of a Professional Learning Community;</li> <li>• External accreditation, e.g. RE Quality Mark</li> </ul>

## SACRE Guidance

### To what extent does the school's provision promote pupils' personal development? (Inspection area 4.2)

Evaluating the standards and provision of religious education will help schools evaluate inspection area 4.2, 'Personal development (including spiritual, moral, social and cultural development).'

ESTYN's inspection guidance (September 2017) for social and moral development notes:

*"Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school develops pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world."*

Within the school's self-evaluation cycle or calendar, school leaders will need to consider what evidence is available to them in order to make an evaluative judgment on Inspection Areas 4.2. Religious Education and collective worship can make important contributions to pupils' personal development.

The following exemplar questions are based on ESTYN's Common Inspection Framework (September 2017) and the questions used by ESTYN during the thematic review of religious education during the autumn term of 2017. Using these prompt questions with staff, governors, pupils and their Supporting Improvement Adviser, will enable schools to identify strengths and weaknesses to help them to plan improvements. There is no need to answer every question.

#### Inspection Area 1: Standards

**Remember to use qualitative and evaluative language and include 'real' examples of pupils' work!**

- What is our view on standards of religious education in our school? (FP, KS2, KS3, KS4, KS5 pupils)
- How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions?
- How well do groups of pupils make progress in religious education? What have we identified in their work that shows their progress?
- How well do our pupils use their speaking and listening, reading and writing skills, their numeracy and ICT skills appropriately in religious education?
- Give examples of how our pupils have developed their thinking skills, their creativity and physical skill in religious education activities in the classroom and outside the classroom.
- **What do we need to do differently in order to improve?**

#### Inspection Area 2: Wellbeing and attitudes to learning

**Remember to use qualitative and evaluative language and include 'real' examples of pupils' work!**

- Do our pupils show an interest in religious education?
- What do you think our pupils gain from religious education?
- **What do we need to do differently in order to improve?**

#### Inspection Area 3: Teaching and learning experience

**Remember to use qualitative and evaluative language and include 'real' examples of the provision. Time allocated to religious education? % of pupils that choose Religious Studies as an option? % of pupils who attain an accreditation for their statutory religious education.**

- How do we know that our school meets the statutory requirements for religious education?
- How does our school teach religious education?
- Does religious education succeed to engage our pupils' interest? Are they stimulated and challenged in their religious education lessons?
- How well do the lessons/activities develop pupils' knowledge and understanding of religious beliefs, teachings and practices as well as their subject skills and cross-curricular skills?
- How good is our planning for religious education? (building on previous knowledge, understanding and skills? clear objectives? teaching methods? resources?)
- To what extent does the feedback in religious education help our pupils to know what they have achieved and what they need to do to improve?

- How do we assess and track the progress of pupils in religious education?
- How does our planning for religious education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? How are we responding to the recommendations of 'Successful Futures'?
- To what extent does our school provide a range of appropriate learning experiences, within the classroom and outside, in order to develop pupils' interest and skills in religious education?
- Have we organised any trips or visits linked to religious education? Which year groups, how often, and how do these trips enhance the curriculum?
- Does the religious education reflect the nature of our school's context? Does it reflect the cultural, linguistic and ethnic diversity of Wales and the local area?
- To what extent do the religious education activities provide purposeful opportunities for pupils to practise and develop their RE skills and their literacy, numeracy and ICT skills?
- **What do we need to do differently in order to improve?**

#### Inspection Area 4: Care, support and guidance

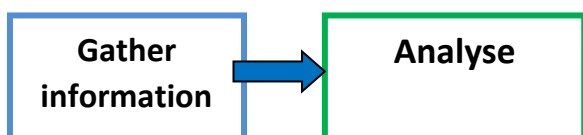
Remember to use qualitative and evaluative language and include 'real' examples of the provision.

- To what extent do our religious education lessons/activities help our pupils to be active citizens?
- How do our pupils influence what and how they learn in religious education?
- Do we participate in any community activities or have links with any faith leaders or organisations?
- How does religious education contribute to our pupils' understanding of the culture of Wales, the local community and the wider world?
- How has religious education helped our pupils to understand equality and diversity? Stereotypes, religious extremism, human rights?
- Which effective opportunities do the school offer pupils to develop certain values and establish their spiritual and ethical beliefs?
- How effective is our school at developing the pupils' ability to reflect on (extensive) fundamental questions from a religious or non-religious perspective? Their own beliefs or values?
- Does our school meet the statutory requirements regarding collective worship?
- How good is the collective worship? How well do we plan the collective worship over time?
- How do we keep our pupils safe from the dangers of radicalisation, *e.g. extremist material, either through visiting speakers or through speakers on site visits?*
- How do we respond to any concerns that arise about comments made by pupils during religious education lessons?
- **What do we need to do differently in order to improve?**

#### Inspection Area 5: Leadership and management

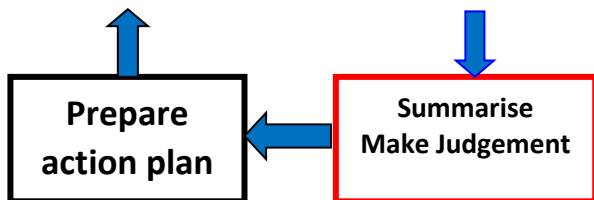
- Has the RE subject leader the necessary skills and understanding to lead the religious education effectively?
- Are teachers able to access professional development in religious education?
- How do we allocate resources to support the teaching of religious education?
- How are parents informed of their right to withdraw pupils from RE? How many pupils are withdrawn from RE by their parents and does the school have good arrangements for their provision during RE lessons? Has this number increased/decreased/remained the same over the last 5 years? From what groups do these pupils come? Do you have a conversation with parents around their decision is taken?
- In what ways does our school's provision for RE help promote better community cohesion?
- How often do we monitor religious education? How do we share this information with staff?
- Do we consider the views of pupils in the self-evaluation report and improvement plans?
- Do we work with RE teachers from other schools? What has been the impact of this?
- What is the 'best example of religious education' that we can share with our local SACRE or with other teachers?
- **What do we need to do differently in order to improve?**

#### How can SACREs monitor standards?



#### How can SACRE gather information?

- By asking schools to submit information and self evaluation.
- By commissioning an 'expert' to visit a sample of schools and provide a termly report;
- By visiting schools themselves;
- By asking pupils, staff, governors in a sample of schools to



### What sources are available in your area?

- An evaluation of schools' self evaluation reports;
- An evaluation of schools' policies, schemes of work, development or improvement plans;
- Performance data: KS3 teacher assessments, GCSE, AS and A level results;
- Reports submitted by SACRE members following school visits;
- An evaluation of questionnaires submitted by learners, staff, governors, SACRE/WASACRE members or governors;
- Presentations by learners, teachers, co-ordinators, headteachers;
- Success in competitions or external accreditation schemes.

### Numbers - quantities and proportions

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= below 20%
very few	= less than 10%

### Who contributes to the monitoring?

- Teachers and members of schools' SM Teams
- SACRE members
- Local Authority / Consortia officers
- Teachers identified as lead practitioners
- Pupils
- Governors
- Parents

<p><b>Excellent</b>  <b>Very strong, sustained performance and practice</b>          outstanding, very good, very strong, exceptional, superior, exemplary, superb, very high standard, very high quality, extensive, highly effective, highly creative, well above expectations, expertly done,</p>	<p><b>Good</b>  <b>Strong features, although minor aspects may require improvement</b>          successful, strong, skilful, worthwhile, beneficial, valuable, positive, thorough, useful, powerful, comprehensive, purposeful, used well, consistently good, effective</p>
<p><b>Adequate and needs improvement</b>  <b>Strengths outweigh weaknesses, but important aspects require improvement</b>          satisfactory, appropriate, suitable, efficient, competent, relevant, sufficient, enough, valid, solid, sound, average mediocre, limited, inconsistent</p>	<p><b>Unsatisfactory and needs urgent improvement</b>  <b>Important weaknesses outweigh strengths</b>          insufficient, inefficient, none, no, inappropriate, ineffective, unsuitable, unable, weak, poor, not fit for purpose, restricted</p>

### Useful words and phrases

Xxx has led to...  
 As a result of xxx standards of xxx have increased xx% since xxx ....  
 Following the introduction of xxx, xxx has improved, as shown by...  
 xxx shows that standards of xxx have ...  
 The effect of xxx can be seen in xxx which shows that...  
 An improvement in xxxx can be seen in...  
 The influence of XXX can be seen in the improvement/progress.....  
 XXXXX shows that x% of the pupils can/have...  
 XXX shows that x% of the parents/staff/governors are/have... .

### What should be included?

- **The effect of an intervention** on (standards, welfare, attitudes, provision).
- **Trends** over time
- **Comparison** with other schools (?)
- **Judgement** - using evaluative terms.
- **Quantify** whenever possible

### Improvement area 1: Standards in religious education

**How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What have we identified in their work that shows their progress over time?**

- Use pupils' work, teacher assessment, learning walks, lesson observations to make a judgement.
- Refer to: groups of pupils



- For further guidance, refer to the Locally Agreed Syllabus (National Exemplar Framework), Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Examiners' reports.

Notes:

The standard attained by our pupils in religious education is **JUDGEMENT**

#### Inspection Area 2: Wellbeing and attitudes towards learning about religious education

##### • *What do you think our pupils gain from religious education?*

- Use pupils' work, an analysis of a RE questionnaire, minutes of meetings held by focus groups/School Council meeting.
- For further guidance, refer to the Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes:

Our pupils have a **JUDGEMENT** attitude towards religious education in our school.

#### Inspection Area 3: Teaching and learning experience in Religious Education

##### *How good is the planning and teaching of religious education in our school? Give examples of rich learning experiences in religious education.*

- Use learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance, refer to the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Examiners' reports, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

Notes:

The standard of teaching of religious education in our school is **JUDGEMENT**

#### Inspection Area 4: Care, support and guidance in Religious Education

##### *To what extent do religious education lessons and activities help our pupils to become active citizens?*

- Use learning walks, interviews with pupils, collective worship programme, school newsletter, records of any hate crime/bullying.
- For further guidance refer to SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, September 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

Notes:

Does the school meet the statutory requirements for collective worship?

Yes

No

The contribution of religious education towards our pupils' personal development and community cohesion is **JUDGEMENT**.

#### Inspection area 5: Leadership and management in religious education

##### *Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively?*

- Use schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project.
- For further guidance, refer to SACRE guidance

Notes:

Leadership and management of religious education in our school is **JUDGEMENT**

Improvement matters	Actions to be taken	Who is responsible?	By when?
		These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.	

**A concise evaluation that will contribute towards the school's evaluation of Personal Development (4.2)**

Concise! Approximately 50 words.

Head teacher:

Signature:

Date:



## Appendix 2

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.
- 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 promote 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.

**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

✓

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

## Appendix 3

### Monitoring Summer - Autumn 2019

Schools are asked to provide a self-evaluation report on the standards of religious education and collective worship for Gwynedd SACRE. We try to ensure that the monitoring programme corresponds to the ESTYN inspection programme. The reports received are attached together with a summary of the findings in the following tables:

Secondary Schools	C1	C2	C3	C4	C5	Inspection	Estyn Report	Estyn Finding
	Standards	Well-being and attitudes towards learning	Teaching and learning experiences in RE	Care, support and guidance	Leadership and Management in RE			
<b>Summer 2019</b>								
<b>Autumn 2019</b>								

Primary Schools	C1	C2	C3	C4	C5	Inspection	Estyn Report	Estyn Finding
	Standards	Well-being and attitudes towards learning	Teaching and learning experiences in RE	Care, support and guidance	Leadership and Management in RE			
<b>Spring 2019</b>								
<b>Llandygai</b>	Excellent	Excellent	Excellent	Excellent	Excellent	18/03/19	23/05/19	Good
<b>Summer 2019</b>								
<b>Pentreuchaf</b>	Good	Good	Good	Good	Good	29/04/19	03/07/19	Good
<b>Bethel</b>	Excellent	Excellent	Excellent	Excellent	Excellent	13/05/19	16/07/19	Excellent
<b>Garnedd</b>	Excellent	Excellent	Excellent	Good	Excellent	20/05/19	23/07/19	Good
<b>Tudweliog</b>	Good	Good	Good	Good	Good	10/06/19	12/08/19	Good
<b>Llandwrog</b>	Good	Good	Good	Good	Good	08/07/19	10/09/19	Good
<b>Autumn 2019</b>								

Special Schools	C1	C2	C3	C4	C5	Inspection	Estyn Report	Estyn Finding
	Standards	Well-being and attitudes towards learning	Teaching and learning experiences in RE	Care, support and guidance				
<b>Summer 2018</b>								

During the **2019 Summer Term** ? primary schools, 0 secondary school and 0 special schools were inspected by Estyn. It is anticipated that another 4 primary school as well as 0 secondary and 0 special school will be inspected during the current term.

The following extracts have been taken from the Estyn inspection reports and refer to Religious Education (unlikely), collective worship, spiritual and moral development and also other aspects such as personal, cultural and social education:

## **Observations by Estyn: Spring Term 2019**

### **Ysgol Llandygai (March 2019)**

#### **Care, support and guidance: Good**

The inclusive ethos ensures that pupils are given good opportunities to be members of the various committees. They meet regularly and their contribution to the school's work is developing well. The school's ethos, and collective worship assemblies, promote pupils' spiritual and moral development successfully. Staff encourage pupils to consider the views of others sensibly, acknowledge and respect diversity, and the importance of values, such as tolerance.

Pupils are given valuable opportunities to learn about Welsh culture. They compete in eisteddfodau, learn about myths such as Catre'r Gwaelod, and listen to traditional and contemporary music. The school provides purposeful opportunities for pupils to learn about the cultures of other countries through curricular activities and by inviting visitors to the school. A successful example of this is the recent visit by students from Japan, who taught pupils about their musical traditions, life and language. The school encourages pupils to use their imagination and engage effectively with the creative arts. An exceptional example of this is the partnership between the school and a local theatre company, where pupils worked with artists, actors, dancers and musicians to create a high quality, professional documentary.

## **Observations by Estyn: Summer Term 2019**

### **Ysgol Pentreuchaf (April 2019)**

#### **Care, support and guidance: Good**

Staff work effectively with a number of specialist agencies, which provide them with valuable support and guidance. The school has put robust systems in place to support the emotional wellbeing of a cohort of pupils and to promote good behaviour.

The friends of the school are very supportive and contribute to the school's projects and community. Examples of this include holding a Macmillan coffee morning and an evening to promote the Welsh language in the community. Foundation phase pupils give valuable presentations to parents on music and song projects, and recycling. This raises parents' awareness of pupils' work at the school and enables them to support their work at home.

There is a clear focus on developing personal and social education. The school has appropriate arrangements to promote eating and drinking healthily, in addition to keeping fit. This has a positive effect on pupils' awareness of issues that relate to their health and wellbeing. The school promotes the importance of helping others regularly, for example by supporting local and national charities.

### **Ysgol Bethel (May 2019)**

#### **Care, support and guidance: Excellent**

Staff's commitment to introducing strategies that raise pupils' confidence and develop their resilience contributes highly effectively towards ensuring that pupils show high levels of motivation, interest and pride in their work. All teachers make very consistent and effective use of strategies, such as the learning powers and the 'dyffryn dysgu' (learning valley) to encourage pupils to persevere. This nurtures independent learners who enjoy opportunities to reflect on their work, explain how it can be improved and aim to achieve to the best of their ability. Staff take the pupil's voice seriously, which contributes very effectively to opportunities for them to shoulder responsibilities and make decisions that have a very positive effect on their learning.

The school promotes pupils' spiritual, moral and social development very successfully. Provision to develop pupils' creative and expressive skills is an excellent feature. An exceptional feature of provision is the way in which teachers encourage pupils to use their imagination and ICT skills when engaging with the creative arts. Imaginative use of electronic tablets contributes significantly to this, for example as pupils create dramatic presentations of a high standard about a hungry spider eating birds. The school supports the local eisteddfod regularly, in addition to presenting concerts and Christmas shows. This provides valuable opportunities for pupils to perform and contribute to activities in their local community.

### **Ysgol y Garnedd (May 2019)**

#### **Care, support and guidance: Good**



The school provides valuable opportunities for pupils to shoulder various responsibilities, for example by being members of the school council, the eco committee and the 'dewiniaid digidol' (digital wizards). These pupils take their roles seriously and their contribution has a positive effect on school life. For example, they have ensured that useful 'Llyfrau Llais Plant' (children's voice books) are available in all classes, and have presented beneficial lessons to pupils on the importance of recycling and saving energy. However, there are not regular enough opportunities for a wider representation of pupils to accept responsibilities and play a full part in making decisions at whole school level.

The school ensures that there are highly valuable opportunities for pupils to develop a sound awareness of the local community and the wider world. This is reinforced successfully through a wide variety of very rich experiences. For example, the school has invited a visitor from the university to discuss the damage that plastic does to marine wildlife, and has organised an online talk with an expert from Ecuador to discuss the effect of deforestation on the rainforests.

The school has procedures and policies that ensure that provision for pupils' spiritual and moral development is good. There are valuable opportunities for pupils to contribute purposefully during assemblies, by leading prayers or playing the piano. The school ensures extensive provision to develop pupils' creative skills very effectively. As a result, nearly all pupils are given beneficial opportunities to engage in the expressive arts. For example, they study and emulate the work of local artists and authors, and perform in eisteddfodau, concerts and services regularly. This contributes particularly well towards developing pupils' awareness of Welsh culture and increases their self-confidence successfully.

#### **Ysgol Tudweiliog (June 2019)**

#### **Care, support and guidance: Good**

The school is a caring a familial community that promotes good behaviour, courtesy and respect highly effectively. The supportive and friendly working relationship between staff and pupils is a strong feature of the school. This is reflected in the pupils' good behaviour and courtesy and their positive attitudes to learning. The school is very active in the village and the wider community, and encourages pupils regularly to show pride in their school and their local community. Teachers provide valuable opportunities for pupils to take part in a variety of community activities and local visits. A good example of this is the 'Museum Takeover' project, in which pupils are given an opportunity to work closely with the local maritime museum and conduct sessions in the museum with visitors. As a result, pupils develop a strong sense of belonging to their community.

The school promotes pupils' spiritual, moral, social and cultural development effectively. By studying the history of Martin Luther King and Rosa Parks, pupils in key stage 2 develop a good understanding of fairness and human rights. This promotes their understanding of equality and diversity in society effectively. By reflecting in collective worship sessions on the principles of various religions, staff provide purposeful opportunities for pupils to experiences spiritual and moral elements. This is supported well by arranging for pupils to visit a mosque and the cathedral as part of their lessons. The local church and chapel are valuable resources to the school when planning for the Christmas and harvest services. As a result, most pupils develop as moral and knowledgeable individuals.

#### **Ysgol Llandwrog (July 2019)**

#### **Care, support and guidance: Good**

The school is a caring and familial community that promotes the importance of Welshness, courtesy and respect highly effectively. The supportive and friendly working relationship between staff and pupils is an excellent feature of the school. This contributes effectively to pupils' positive attitudes towards their work and the school's inclusive ethos. The school promotes pupils' moral and social development very successfully. There is a sense of team spirit, and all members of staff have high expectations in terms of pupils' behaviour, effort and wellbeing. This is reflected in nearly all pupils' good behaviour and courtesy, and their positive attitude towards learning and their school. A large number of rich events and visits are provided for pupils, which promote their understanding of their culture and community successfully. Provision to develop pupils' creative and expressive skills is a strong feature of school life. Through opportunities to compete successfully in eisteddfodau and perform in concerts in the local area, most pupils develop their expressive skills very successfully. Teachers provide regular opportunities to develop pupils' creative experiences by inviting poets, musicians, authors and actors to work with them. A good example of this is a dance company's visit to provide valuable opportunities for pupils to foster performing skills. This contributes successfully towards increasing many pupils' self-confidence and their ability to work together effectively.

The school's procedures for tracking pupils' progress are sound. This enables staff to identify pupils' additional learning needs at an early stage and provide for them effectively. Staff work effectively with external agencies to support specific pupils. As a result, most pupils with educational, emotional and social needs make sound progress from their starting points.

**Observations by ESTYN: Autumn Term 2019**

## **Appendix 4**

### **Comments within recent ESTYN reports which are relevant to Collective Worship and Religion, Values and Ethics**

#### **Ysgol Gwaun Gynfi Mai 2022**

The school promotes pupils' social, moral and spiritual skills effectively during collective worship sessions and class lessons. Regular worship assemblies are held, which provide beneficial opportunities for pupils to reflect on important religious aspects, such as honesty and kindness towards others. Although opportunities to shoulder responsibilities through pupil voice groups, such as the school council, have been restricted due to the pandemic, pupils respond enthusiastically to the opportunities that are provided for them.

#### **Ysgol Chwilog May 2022**

The school promotes pupils' spiritual, moral and social development successfully. Pupils are given valuable opportunities to celebrate pupils' successes during collective worship assemblies. Pupils are also given opportunities to take part by leading the worship, for example as pupils lead a prayer for their peers.

#### **Ysgol Tanycastell May 2022**

The school promotes pupils' spiritual, moral, social and cultural development successfully. Valuable collective worship periods create an ethos that provides valuable opportunities for pupils to reflect on values such as fairness, friendship and kindness. Teachers provide valuable opportunities for pupils to discuss emotions and feelings, for example by discussing the story 'Sŵ Sara Mai' and poems that describe different emotions. They develop pupils' awareness of sustainability by discussing aspects of fair trade and the effect of climate change on the polar bear's habitat.