

School: FOELGRON

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Ysgol Foelgron serves its community through providing high quality education within the context of Christian belief and practice.

It is a happy, caring and safe environment where the Gospel of Jesus Christ is nurtured and developed. Developing the pupils into firm Christian believers is an integral aspect of the school's arrangements. The school takes pride in the pupils commitment and loyalty towards their fellow-man at a family, community level and beyond. The school takes pride in the pupils abilities to think of others and to contribute to the lives of others to improve their lives. The pupils are well aware of global events that can impact humanity from day to day and in future.

The School's vision is that we provide an environment and conditions that enable every pupil to prosper. Tracking system results (teacher assessments, National and internal tests) indicate that every pupil makes progress from his previous attainment and in reaching personal targets. This is achieved through a thorough knowledge and an excellent relationship with the pupils. Lesson observations indicate that the pupils have positive aspects towards learning.

Attendance for the school year 2014-15 was 95.9% for pupils of mandatory school age. Every pupil arrives punctually in school. No exclusions have occurred for years. Parents are committed to maintaining this level of attendance. The school has established the red file system that provides a tool whereby any concerns can be monitored as soon as possible.

No instances have occurred of either racism or bullying. The School's policy on ensuring good behaviour and its entire ethos promotes fraternity and co-existence. Respect is promoted towards differences and racial equality through our PSE work and services.

Matters to act upon

Collaborate with other Church Schools to discuss good practice and share specializations.

Excellent		Good	*	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?

- The following indicators should be considered during self-evaluation: the time allocated to the subject; subject-based information, teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work allows headteachers and heads of department to form an opinion on quality of teaching in RE lessons within the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for Foundation Phase learners as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

Referrals: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

Various visitors have come to the school including Canon Andrew Jones, Nia Williams From Coleg Y Bala, NSPCC, Hafan, The Police, Christian Aid, Operation Christmas Child..... All these visits contribute towards the development and quality of the pupils understanding of their human rights and the rights of others within their family, the community and more widely.

Money has been raised towards several good causes led by the School Council. This includes, Ronald Mc Donald's House, Macmillan, Marie Curie, Air Ambulance, Children in Need, Christian Aid. All these events and occasions contribute towards the pupils Christian vision and their ability to do something that has a major impact.

The money raised from our Thanksgiving/Christmas service will go towards a charity of the School Council's choice.

The school annually supports Operation Christmas Child.

The school has a water fountain that forms part of the Aqua Aid charity. The pupils are fully aware that the school's financial contribution towards this water is spent on improving water quality in third world countries.

The school forms part of Bag2school scheme and makes termly collections. The school sees value in this as it encourages the pupils to effectively use waste so as to make a difference. The school receives around £250 annually as a contribution to the school from this scheme.

The School has an active, healthy, successful and effective relationship with the Church. This occurs through monthly visits from the local Canon and Curate and termly service visits from Nia Williams Coleg y Bala. The school contributes towards various services within the Church and Chapel each term such as Thanksgiving, Christmas and Easter.

The school makes effective and wide-ranging use of original songs and songs arranged by the school to enrich and enhance the pupils understanding of Christianity related matters, stories and events.

The school attended Coleg y Bala during the Easter period and whole school comprehensive activities were provided for 3-11 year old pupils who shared Easter messages in a lively, creative, engaging and challenging ways for the pupils. Annually, Y6 pupils visit the Cathedral at Bangor to attend a special

service.

PSE provision and the school's daily practices promote values such as integrity, tolerance, fairness and respect and do so excellently.

An emphasis is placed on Christianity in our RE lessons. Pupils are well informed about stories from the Bible and of the message of the Gospel of Jesus.

The School includes cross-curricular elements in their RE lessons in accordance with Literacy and Numeracy Framework requirements.

Key Strengths

The school takes pride in the homely ethos here. This occurs through providing opportunities to encourage and reinforce respect and promote life values. The senior pupils are encouraged to reflect on their contributions within the school family, home, community and world wide.

The school regulations are regularly presented and strengthened at PSE, talkabout and Webster Stratton sessions. This has a positive impact on the pupils behaviour and attitudes towards each other.

Every parent noted in the questionnaire May 2015 that the school's Christian contribution had a positive impact on their child.

Each pupils noted in the questionnaire May 2015 that everybody felt that they were an important part of the school family and life.

The School Council take their responsibilities seriously at the school. Every pupil except for 1 are on the School Council with 2 y2 pupils from the Foundation Phase class. 1 pupil has opted not to serve on the School Council and his wishes are respected. Pupils attentively listen to each other and can handle situations in a sensitive and mature manner. Due to the nature of the school, the older pupils are very caring towards each other and develop a protective role from a very young age.

The entire school staff fully contribute towards the school's life and values and there is a strong sense of being a school family. Everybody's contribution is recognized as having a key role to success. The pupils know who to turn to where is concern and are ready to talk to every adult. Staff are fully aware of the confidentiality of sensitive matters and understand Child Protection and Safeguarding Code of Practice requirements.

Pupils know whom to ask for social and educational support.

Visitors including Estyn inspection team have noted and referred to the high standard of pupils behaviour care and respect in various situations.

The school very closely collaborates with schools within the catchment-area including the local

Secondary schools. This lies within managerial, curricular and social aspects. Hockey and rugby tournaments are organized with mixed teams from several schools. This provides appropriate and fun opportunities for the pupils to recognize peers and prepares them for the transfer to the secondary school.

The School has a clear Christian vision. The vision was drawn up and discussed jointly with all stakeholders. Specific services and lessons are held on the Christian values on which the vision is based. This provides opportunities for the pupils to discuss, extend understanding and express values using various methods.

School staff and the governors fully respond to every child's educational needs including those on the ALN register. That ensures that we recognize the School's Christian character through instilling an effective learning support ethos.

The school has firm links with the Church and wider community. Several of the pupils attend Sunday School within the village and neighbouring village.

We received 1 visit over the past two years from Bishop Andy and Canon Townsend prior to their visit to Uganda.

There are close links between the School and Canon Andrew Jones and his contribution was very valuable recently when the father of one of the school's pupils died.

Monthly services are held and the Canon made a very valuable contribution in our marriage held at Llanbedrog church.

2 pupils from the school were recently received as Church members and have attended weekly lessons of worship and Bible studies with the Curate and Canon.

The Governor who serves as Church representative is our Chair Mr Noel Dyer who has recently retired as RE teacher at ysgol Glan y Môr.

Annually, year 6 pupils spend a day at the Cathedral at Bangor. The day celebrates their time at the primary school and to look forward to their next step. The staff accompanied the pupils to the event and this has provided them with training and professional development.

Our Christian Art has contributed towards an exhibition within the classroom to provide a place for reflection and meditation. The pupils can contribute whenever they wish. This can be done publicly or at quiet times independently.

There is a good and adequate supply of RE resources available at the School.

Key Strengths

The Headteacher and staff model and promote behaviour and values that make a positive

contribution towards creating a school ethos where pupils and staff feel that they are respected and appreciated.

Matters for attention

Twin with a school through the work of Oxfam or Christian Aid.

Excellent		Good	*	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is the collective worship provision?

Does the collective worship comply with the statutory requirements?	Yes *	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on review of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

It is ensured that the period of collective worship encompasses a wide range of Christian themes with a strong emphasis on the School's Christian values and Christian celebrations. This ensures that the pupils have a good understanding of the nature of worship, the Christian faith, traditions and practices.

A joint worship plan has been prepared to ensure continuity, diversity and clear focus on Christian beliefs and festivals. A variety of songs are sung weekly as part of periods of worship and at our services. Through our services, our RE scheme of work and PSE scheme, the pupils make an effective contribution through organizing contributions beforehand, sharing feelings at the time and through reflecting on what was discussed. They also have an opportunity to reflect on their own lives and those of others, consider the fundamental questions of life and reflect on their beliefs or values. Area services are held weekly at the School. These services provide an opportunity to meditate, ask and discuss matters that arise at the school or outside. These periods provide an opportunity for the pupils to discuss their feelings, listen to others and respect diverse views. KS2 studies Geography regularly within the news as Global events occur or are celebrated.

Pupils have regular opportunities to prepare and contribute towards whole school services and minutes of reflection within the classes. This enhances KS2 pupils understanding of themes and stories, encourages them to think about effective methods of presenting a story/theme and provides FP pupils with diverse experiences of collective worship.

As a Church School, there are strong links between the school and the pupils and the Canon of the parish. Canon regularly holds services and the pupils also participate in services held at the Village Church and beyond. - Thanksgiving Service and Christmas and Easter Service.

Pupils jointly recite the Lord's Prayer and grace at the service, jointly recite a prayer before lunch

and a prayer/grace at the end of the day. Services and lessons are held to ensure that pupils understand the nature and purpose of prayer. The pupils have an opportunity during the services to reflect and say a personal prayer. The pupils have an opportunity to write prayers for specific occasions e.g. thanksgiving, Nepal disaster, Paris attacks etc. This ensures that the period of collective worship is a notable spiritual period.

Matters for attention on quality of Collective Worship

Y 5 and 6 pupils to keep a record of stories/themes and services hymns and prepare a short evaluation of the services focussing on the impact of the services.

Excellent		Good	*	Adequate		Unsatisfactory	
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Signed: Judith Owen (Headteacher)

Date: 06/05/16