

Inspection field 1: Standards in Religious Education

How well do pupils deal with the fundamental questions, explore religious beliefs, teachings and customs and express their personal responses to beliefs, teachings, customs and fundamental questions? What can you see in their work that demonstrates their progress over time?

- Use: the pupils' work, teachers' assessments, learning outings, lesson observations to form an opinion.
- To help you: Locally Agreed Syllabus (National Indicative 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:

- The standards of Religious Education within the school are outstanding. The Estyn lesson observations, book scrutiny and inspection in October 2018, reflect and acknowledge this.
- Nearly every pupil has shown progress in the field throughout the year, and the assessment records, targeting and tracking shows very good or better progress in every class.
- The majority of the Assessment for Learning undertaken by the pupils, along with the correction plan used by the teachers when responding to pupils' work means that the pupils are aware of the standard of their work and what is required in order to improve it. Pupils reflect effectively on their own learning.
- All pupils identify the Success Criteria relating to Religious Education and this has led to an increase in standards. This is visible in the pupils' books - pupils are much more self-sufficient.

In the Foundation Phase, the teachers use the Peniarth scheme. The books and stories have been divided between the themes. Also, they are told various stories from the Bible, and they discuss Sikhism when studying the Naming Ceremony and they discuss Islam when studying the theme, *Gwnewch y pethau bychain* (Do the small things). The majority of the children have asked why Jesus Christ died in the Easter Story and almost every child has offered an idea on how we can keep Llanberis tidy when discussing the book 'Planed Harri'. Islam and the Pesach festival were discussed and every pupil understands the contents of the seder plate. Many have discussed Fair Trade successfully. Nearly all the pupils can attempt to offer ideas on writing a prayer of Thanks. We have regular visits through the 'Efe' scheme and Rev. Carol Roberts came to the school to hold a Christening ceremony and religious artefacts were displayed. Visits were held to the church and chapel, including workshops by Mrs Susan Williams and Reverend John Pritchard.

In KS2, the pupils have regular opportunities to ask questions about religion, e.g. Why do people go on a pilgrimage? What is a Christian? What is peace? They use their own experiences and the experiences of others to find answers, e.g. Reverend John Pritchard / the internet and books of all types. The children have studied a pilgrimage that belongs to different religions, as well as described their own ideal pilgrimage, e.g. at the seaside or in a forest.

The majority of the pupils express their views and ask questions successfully. It was felt that the work of attempting to understand the religious practices and customs of a Christian was challenging and would meet the individual needs of each child. Comprehensive work was done by almost every child. A range of teaching methods and bespoke resources were used for the activities. A variety of strategies and activities were used. By means of various tasks, when discussing the question 'How and why different religions say thank you', the majority of the children have understood the purpose of the Eid ul Fitr Festivals / Sukkot Festival / Thanksgiving Festival.

Almost every pupil has understood the importance of the festivals to followers and almost every one has understood the impact of festivals on lifestyle. The majority have understood the importance of some rules from the Bible, Torah and Quran, for followers.

Literacy Skills - Speaking and Listening

- Nearly all the pupils communicate easily regarding Religious Education in both languages according to their age and ability and their discussion skills by the end of KS2 are very good. The pupils listen well and respond confidently, with the best making extended contributions in discussions of a profound nature by the end of KS2.
- Almost every pupil reads well and by Yr 2, they can discuss and express an opinion regarding what was read about Religions, stories, etc.

- The majority of the older pupils in KS2 read and develop higher level reading skills when gathering Religious information. The quality of almost every pupil's writing is appropriate to their age and ability when writing about any religious aspect. The majority can apply literacy skills across the curriculum in a very good way.
- The spelling and grammar skills of the majority of the pupils are developing well through the school, and work that is appropriate to their age range and ability is produced. They can write extensively in a range of forms and for different audiences. It is true to say that the standards are appropriate and beyond their age range and evidence can be seen in the pupils' books.

Numeracy Skills

- Mathematical/number skills and their ability to apply them are good and they can apply them cross-curricular, which includes Religious Education.
- Nearly all of the pupils can interpret data that has been presented in various ways.
- The majority of the pupils can transfer what they have learnt in mathematics lessons across the Curriculum successfully. Ample opportunities are offered to develop numeracy and the pupils' work corresponds to the requirements of the Numeracy Framework, and is age and ability appropriate.

ICT Skills

- The children are confident users of ICT in a variety of contexts and real tasks relating to Religious Education across the school to a good standard.
- The majority of the KS2 pupils manage to communicate by using a range of software and carry out internet research successfully in line with their age and ability.
- The majority of the pupils use their ICT skills successfully when drawing up and using data for a specific purpose to create various graphs and charts.
- The majority of pupils use their ICT skills effectively to apply skills to use technology in order to enrich their cross-curricular learning.

Our pupils' religious education standards are: Outstanding

Inspection field 2: Welfare and attitudes to learning about Religious Education?

What do you feel the pupils gain from religious education lessons?

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

Notes:

- There is a very good provision for pupils' welfare and health, as well as their spiritual, moral and social

development. The school has good knowledge of each child and their needs. This is one of the school's strengths. The school is an organised and caring community and it is considerate of others.

- It was noted in Estyn's report

The schools promotes the spiritual and moral development of pupils very effectively by providing stimulating collective worship assemblies and through religious education lessons...

'The provision for personal and social education is of a very high standard and it ensures that pupils develop a firm understanding of values such as honesty, fairness and respect towards other religions and beliefs. This is clearly highlighted in the gracious way that the school offers valuable guidance to the pupils to nurture good behaviour practices. The pupils' friendly behaviour towards each other is evidence of the success of this caring support.'

- The majority of the pupils feel happy and safe at the school and understand the school's arrangements for dealing with bullying and misbehaviour. The behaviour of the majority of the pupils is very good.
- Parent questionnaires (Summer 2016) show that 100% agree or completely agree that their children like to come to school. 99% say that they help their child to develop socially.
- Class questionnaires show that the pupils enjoy coming to school. Almost every one say that their teachers help them to understand their work.
- Good use is made of the news to raise pupils' awareness of habitats, natural disasters. The School Council pupils fund-raised towards the Anthony Nolan appeal (and the school pupils were nominated for the 'Young Heroes Award' in the Summer 2016 and they were invited to The Commons in London); in addition, contributions were made to Sport Relief, Children in Need and also towards the Nepal Earthquake appeal and the Alzheimer's Society in 2016/17.
- Almost every pupil appreciates and contributes to their own welfare and the welfare of others. Almost every one is aware of their own feelings and viewpoints and they develop the ability to express them in a balanced and appropriate way.
- Almost every pupil understands the relationship between feelings, beliefs and values. They understand that others have feelings and beliefs that affect the way they think and behave.
- - The majority of pupils respond well to new and unfamiliar experiences and ideas. One of the school's priorities for this year is 'Growth Mindset' and praise is given to pupils for trying out new things and situations, focusing, perseverance, committing to tasks, collaboration.
 - The school provides comprehensive opportunities for every pupil to develop educationally and socially and undertake responsibilities that are age-appropriate. This was reflected in the parent questionnaires with 100% completely agreeing that the school 'helps my child to develop socially and to shoulder responsibilities.' (Summer 2016)
 - The majority of pupils in the Foundation Phase are beginning to form SC for their own religious education activities. This is also well-established in KS2 and the pupils make a good and effective contribution when joint-planning work units; being a part of the planning is a new situation. By the end of their time at the school, the children make observations on how to improve each others' work, with the best successfully implementing those improvements. This is developing into very good practice at the school. Observations show that the PSE scheme within our termly plans, along with the valuable experiences they have, has led to high-level emotional skills in the majority of the children. The self-confidence and self-image of the majority of the children are very prominent features.

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

Inspection field 3: Teaching and learning experiences in Religious Education?

How good are the planning and teaching in Religious Education? Provide examples of rich religious education experiences

- Use: learning outings, lesson observations, pupils' work, ask pupils.
- To help you: [Locally Agreed Syllabus \(National Indicative Framework\)](#); [Welsh Government Guidance: People, Questions and Beliefs \(2013\)](#), [Indicative 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: See 2016 report - possible to see how the field has been developed - a detailed post-monitoring report will be

written in April 2019 - triennial, focusing on religious education only.

Religious education is planned in line with the Themes in the FP and KS2. 4 year cycle. Pupil experiences are enriched through an effective combination of visits. Use is made of the church and chapel and visits that would be beneficial to enrich the experience. This year, we have been experimenting with our planning to be in line with the expectations of Donaldson and Curriculum for Wales. Attention is given to the three purposes for each activity relating to the humanities. (see samples)

Lesson observation records show that the teaching is good across the school, with aspects of excellence in the FP and year 6. Termly book scrutiny reports identify that the teaching is good or better across the school.

The strengths of the teaching that lead to raising standards are:

- Effective and creative planning, including joint-planning between the teachers and assistants in order to ensure follow-up in the subjects and the skills.
- The definitive plan and structure of the lessons which give very good attention to the Thinking Skills and Key Skills.
- An operational part for the child in the planning process is very good across the school. Assessment for learning Questionnaire (March 2015) - It is highlighted that 97% of KS2 pupils use mindmaps when planning their written work.
- Range and variety of teaching methods ensures pupil participation.
- Clear learning objectives and outcomes are shared and agreed upon with the children - increased use of the SC and the pupils draw them up independently by the end of KS2 - has led to many pupils working independently.
- Differential work is provided to meet the needs of all pupils and a suitable level of challenge which enables excellence.
- Extensive use of high-level questions that lead to effective and higher quality discussions in the lessons.
- Teachers and assistants offer a good model of polished language and feed a vocabulary to the pupils.
- Teachers possess a good level of subject knowledge and the impact of this can be seen in the standard of the lessons and in the children's books.
- The use of assistants is good and sometimes outstanding.
- The use of bespoke ICT enriches the teaching in many classrooms.
- Lesson observation reports note the quality of the support given by assistants in the classes.

- The school's bilingual teaching methods are very good. Advantage is taken of the fact that a vast number of pupils come from English-speaking backgrounds, along with the emphasis given to developing the Welsh language, in order to develop the pupils' natural bilingualism.
- School to School Networking has been a positive element to develop aspects such as Geirio Gwych/Tric a Chlic teaching skills.
- All teaching staff have a good work relationship with the pupils. The school has continued to exercise the 'Webster Stratton' principles. Such strategies maintain a positive ethos in the classroom, which leads to the positive behaviour of almost every class. Lesson observations, the views and KS2 pupil questionnaires prove that behaviour is good in the lessons.
- The reports of advisers also evidence that behaviour is very good in the lessons - 'the behaviour of pupils of all ages is very good.' In addition, the work relationship showed respect towards the children and their efforts and included regular praise - a key contribution towards a motivational and successful learning environment. Every child behaved especially good. A special environment and ethos was seen very effectively in the children on task class. (observations of Derek Evans GwE CA March 2017).
- Portfolios and joint-assessment have taken place as Primary Catchment and Secondary schools and this has led to ensuring consistency in assessments. Effective School to School moderation to level the numeracy and literacy work of the Foundation Phase (Outcome 5+6), as well as learning triads between three schools, which has highlighted consistency and the awareness of setting a challenge to Year 2 pupils. The Digital Competency Framework was also moderated and work samples were evaluated.
- The school's staff hold internal scrutiny and lesson observation so that staff can see good practice and share ideas - this has raised the quality of the teaching and learning and also ensured an appropriate level of challenge.

Parent questionnaires, Summer 2016, state:

The standard of teaching at the school is good: Completely agree 42% Agree 56%

My child makes educational progress that is good or better at the school Completely agree 52% agree 46%

The school encourages my child to do his/her best and the expectations are high. Completely agree 42% agree

52%

Estyn said

The significant features of the very successful teaching strategies used across the school are having a positive and direct impact on pupils' attainment and welfare. The agreed procedure of planning differential learning activities that will address the needs of pupils of all abilities is a very strong feature. The work is based on themes and interesting and imaginative learning experiences that includes considering the pupils' ideas as starting points...

Teachers have very high expectations of each pupil, and the quality of their presentations and questions are challenging and very purposeful. This ensures that almost every pupil fully commits to his/her tasks, focuses for extended periods of time and shows high motivation.

The education standards of Religious Education in our school are: Outstanding

Inspection field 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities help pupils to 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 robust values and establish their spiritual and ethical beliefs?

- Use: learning outings, interviews with pupils, the school's collective worship programme, school newsletter, school records of any hate/bullying crimes.
- To help 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• Effective Circle Time sessions are occasionally held in each class and good opportunities to reflect, question and wonder, are ensured. 83% of pupils believe that they are given an opportunity to voice an opinion or discuss problems - which shows a very good element in terms of partnership and the voice of the child.

- The PSE provision, as well as the school's daily routines promote values such as honesty, tolerance and fairness in a good way.
- The PSE programme has been mapped well across the curriculum for the Foundation Phase and KS2. Circle Time sessions give pupils good opportunities to express, share and discuss feelings and matters of importance to them. In addition, if any matter is raised, the pupil in question will be welcome to have a further discussion with a member of staff.
- The provision for the pupils' spiritual development is very good. They are given opportunities to reflect on the big questions of the world, and their understanding and knowledge of Christian practices and stories are good. Learning about other beliefs or religions is good at the school.
- The provision for the pupils' moral development is very good. Clear emphasis is placed on respect, fairness and honesty. Stories are used during circle time periods, PSE lessons and collective worship/assemblies, to discuss matters that encourage discussions that are right and wrong. Firm foundations are set by the Gem a Huw scheme in order to reinforce values with a select cohort of pupils.
- The PSE scheme, circle time and assemblies lead to a tolerant and respectful ethos within the learning community.
- It is ensured that we promote respect towards racial differences and equality and high expectations are promoted by all school pupils when discussing equality. This is done by means of our theme work and collective worship assemblies.

Estyn noted in October 2018

'The schools promotes the spiritual and moral development of pupils very effectively by providing stimulating collective worship assemblies and through religious education lessons...

'The provision for personal and social education is of a very high standard and it ensures that pupils develop a firm understanding of values such as honesty, fairness and respect towards other religions and beliefs. This is highlighted clearly in the gracious way that the school offers valuable guidance to the pupils to nurture good behaviour practices. The pupils' friendly behaviour towards each other is evidence of the success of this caring support.'

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: Outstanding				

Inspection field 5: Leadership and management in Religious Education? <i>Does the religious education subject leader possess the required skills and understanding to lead the subject effectively? How do you know?</i>
<ul style="list-style-type: none"> Use: work plans, monitoring and self-evaluation reports, data evaluation, interviews with the coordinator and the designated governor / SACRE visitor, staff meeting minutes, improvement plan, progress evaluation, case study following school to school collaboration. To help you: SACRE guidelines
Notes: The Religious Education subject leader has the skills and the provision to lead the subject very effectively across the school. We invest in resources to enrich the provision. We monitor Religious Education in detail every three years. We consider the perspectives of the children and the planning, at times, is based on the voice of the child. See the most recent report.
Leadership and management in Religious Education is: <i>outstanding</i>

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

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

Brief! Approximately 50 words.

Name of headteacher Gareth Fôn Jones
Signature of Headteacher *Gareth Fôn Jones*
Date:22/01/19