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RHYBUDD O GYFARFOD	NOTICE OF MEETING	
CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)	STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)	
DYDD MAWRTH, 15 HYDREF 2019 AM 2.00 O'R GLOCH	TUESDAY, 15 OCTOBER 2019 AT 2.00 PM	
YSTAFELL BWYLLGOR 1 SWYDDFEYDD Y CYNGOR LLANGEFNI	COMMITTEE ROOM 1 COUNCIL OFFICES LLANGEFNI	
Swyddog Pwyllgor	Shirley Cooke 01248 752514	Committee Officer

AELODAU/MEMBERS

Cynghorwyr / Councillors:

Glyn Haynes, Gwilym O Jones, Alun Mummery, Dylan Rees, Alun Roberts,
Sedd Wag/Vacant Seat

Yr Enwadau Crefyddol / Religious Denominations

Anest Frazer (Yr Eglwys yng Nghymru/The Church in Wales), Christopher Thomas (Yr Eglwys Babyddol/The Catholic Church), Parch/Rev Kate McClelland (Yr Eglwys Fethodistaidd/The Methodist Church), Mrs Catherine Jones (Undeb y Bedyddwyr/The Baptist Union of Wales), Parch/Rev Jim Clarke (Undeb yr Annibynnwyr Cymraeg/Union of Welsh Independents), Sedd Wag/Vacant Seat (Yr Eglwys Bresbyteraidd/Presbyterian Church of Wales)

Athrawon/Teachers

Amanda Earnshaw (Ysgol Cybi), Mefys Edwards (Ysgol Syr Thomas Jones), Manon Morris Williams (Ysgol Santes Dwynwen), Heledd Hearn (Ysgol Uwchradd Bodedern)

Aelodau Cyfetholedig/Co-Opted Members

Rheinallt Thomas

A G E N D A

1 DECLARATION OF INTEREST

To receive any declaration of interest from a Member or Officer in respect of any item of business.

2 MINUTES - 9 JULY 2019 (Pages 1 - 8)

- To submit for confirmation, the draft minutes of the previous meeting of the SACRE held on 9 July 2019.
- To discuss any matters arising from the minutes.

3 REPRESENTATION BY RELIGIOUS DENOMINATIONS ON THE SACRE

- To confirm acceptance of Quakers as a religious denomination on the SACRE.
- To confirm the appointment of Mr Gerald Hewitson, a member of the Quakers to the Anglesey SACRE.

4 ANGLESEY SACRE'S ACTION PLAN FOR 2019/22 (Pages 9 - 12)

To evaluate the SACRE's Action Plan for 2019/22.

5 ANGLESEY SACRE'S ANNUAL REPORT FOR 2018/19

To consider the Anglesey SACRE's Annual Report for 2018/19.

6 SCHOOLS' SELF-EVALUATION REPORTS (Pages 13 - 38)

To present RE self-evaluation reports by the following schools:-

- Ysgol Gynradd, Bodedern
- Ysgol Gymuned Llannerch-y-medd
- Ysgol Gymraeg Morswyn

7 RELIGIOUS EDUCATION STANDARDS (Pages 39 - 100)

To present Estyn inspection reports undertaken at the following schools:-

- Ysgol Gynradd, Bodedern
- Ysgol Gymuned Llannerch-y-medd
- Ysgol Gymraeg Morswyn

8 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 101 - 118)

To present for information, the draft minutes of the WASACRE meeting held on 28 June 2019 in Conwy.

9 CORRESPONDENCE

To discuss a Welsh Government Consultation on a proposal that includes the right to withdraw from RE and RSE, and change of name for RE (links attached).

<https://gov.wales/ensuring-access-full-curriculum>

<https://gov.wales/written-statement-ensuring-access-full-curriculum-all-learners>

10 NEXT MEETING

Tuesday, 18 February 2020 at 2.00 pm.

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**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)**

Minutes of the meeting held on 9 July 2019

PRESENT: Councillor Dylan Rees (Chair)

The Education Authority

Councillors Gwilym O Jones, Alun W Mummery

The Religious Denominations

Mrs Anest Frazer (The Church in Wales)

Mrs Catherine Jones (The Baptist Union of Wales)

Mr Christopher Thomas (The Roman Catholic Church)

Teacher Representatives

Mrs Amanda Earnshaw (Ysgol Cybi)

Mrs Mefys Jones-Edwards (Ysgol Syr Thomas Jones, Amlwch)

IN ATTENDANCE: Mrs Helen Bebb (Ysgol Uwchradd Porthaethwy) (RE Co-ordinator)
Mrs Gwyneth M Hughes (Senior Standards and Inclusions Manager, Education) (Clerk to the SACRE)
Mrs Shirley Cooke (Committee Officer)

APOLOGIES: Councillors Glyn Haynes, Aled Morris Jones, Alun Roberts
Mrs Heledd Hearn (Ysgol Uwchradd Bodedern)
Mrs Manon Morris Williams (Ysgol Santes Dwynwen)
Mr Rheinallt Thomas (Co-opted Member – Sunday Schools' Council)

ALSO PRESENT: Mr Gerald Hewitson (The Quakers)

The Chair welcomed all those present, and extended a particular welcome to Mrs Amanda Earnshaw and Mr Gerald Hewitson to their first meeting of the Anglesey SACRE. Mrs Earnshaw has been appointed as a teacher representative to the SACRE.

1. DECLARATION OF INTEREST

No declaration of interest was received.

2. MINUTES

The minutes of the previous meeting of the SACRE held on 19 February 2019 were presented and confirmed as correct.

Matters arising from the minutes:-

- With reference to the Chair's request to attend a meeting of the Primary Schools Forum, the Head Teachers' Liaison Group have approved the request, and an invitation will be sent to the Chair and the RE Co-ordinator to attend a Forum meeting in due course.
- It was confirmed that the number of Estyn reports listed in the table in Section 2.3.3 of the 2017/18 Annual Report is correct.
- It was noted that amendments to the SACRE's Constitution in terms of membership on this Committee will be discussed at a later date.
- The Chair and the Clerk to the SACRE have held a discussion with Mr Arwyn Williams, the Head of Learning, regarding the lack of professional expertise that is available to the SACRE to carry out its statutory function. Mr Williams acknowledges that the SACRE needs professional support and guidance, not just from this Authority, but also from GwE and Estyn, who are aware of the situation.
- The Clerk to the SACRE reported that she is awaiting a response from the Secretary of the Union of Welsh Independents to the SACRE's request for the Church to nominate a representative to join the Anglesey SACRE.
- In relation to the SACRE's concerns regarding the lack of bi-lingual teaching resources, the matter has been raised in a meeting of the County Council's Language Forum. It was confirmed that the Chair of the Language Forum has written to Mr Mark Drakeford, the First Minister for Wales, expressing the Forum's concerns.
- The Chair confirmed that he has emailed Mr Richard Speight of Bangor Humanist Group informing him of the SACRE's decision not to appoint a member of the Humanist Group on this Committee.
- In relation to schools' self-evaluation reports, **it was suggested and adopted that schools in the 5 catchment areas be targeted in turn, resulting in 8 reports being requested each term. Any schools who have not provided a report would be highlighted on the following 6th term.**

RESOLVED:-

- **That the Clerk to the SACRE reviews the options available to include membership from other religious denominations to the SACRE.**
- **That the Clerk to the SACRE actions the above proposal in relation to schools' self-evaluation reports.**

3. ANGLESEY SACRE'S ANNUAL REPORT 2017/18

- The SACRE's Annual Report 2017/18 was presented before the Committee for approval.

A member of the SACRE highlighted that a table in Section 2.3.2 of the Welsh version of the Annual Report had not been translated.

RESOLVED to adopt the SACRE's Annual Report 2017/18, subject to the correction noted above.

- The SACRE's Action Plan 2019/22 was presented for consideration and comment, with particular reference to the Committee's achievement against the priorities and outcomes listed in the Plan, which will be monitored by the SACRE on a regular basis.

The RE Co-ordinator reported that the Action Plan is based on information collated from SACRE's Annual Report, the New Curriculum for Wales 2022, and Estyn's report (June 2018) discussing RE at KS2 and KS3. She highlighted that teachers and pupils need to be aware of the changes the curriculum will bring.

Discussion focused on whether the primary and secondary sectors would collaborate in relation to the new curriculum? It was noted that currently there is no collaboration, but there will be in the future. It was further noted that the term 'to avoid duplication' is used in the new curriculum, and schools will need to ensure that they work jointly in the primary and secondary sector to maintain continuation in RE as a subject.

Reference was made to the Supporting Framework for RE, which is due to be published in January 2020, which will assist teachers to develop the curriculum for learners. **It was suggested and agreed that the Framework be included in the Action Plan for monitoring purposes.**

The Chair thanked the RE Co-ordinator, for her work in preparing the Action Plan, which was well received by the SACRE

RESOLVED:-

- **That the Draft Framework for RE be included as an action point on the Action Plan 2019/22.**
- **That the SACRE adopts the Action Plan 2019/22.**

Action: As noted above.

4. THE NEW CURRICULUM FOR WALES 2022, AND HOW THIS WILL AFFECT RE?

The Chair referred to the Draft Curriculum for Wales 2022 guidance, forwarded by Mr Rheinallt Thomas, requesting that the SACRE provides feedback on the new curriculum. The Chair reported that he would share the guidance with the SACRE electronically.

The Clerk to the SACRE added that the consultation period will conclude on 19 July 2019, then feedback will be considered by education professionals

involved in its development. The guidance will be refined, and rolled out in 2022 for all year groups in the primary sector and Year 7 in the secondary sector, followed by Year 8 in 2023, rising year on year to 2026.

It was noted that there will be challenging times ahead for teachers in the secondary sector during the transition period. Schools will be impacted significantly, as teachers and staff will need to deliver the old and new curriculum at the same time. The new curriculum is being praised for being more contemporary and positive in its thematic approach.

Concerns were raised that it is easy to lose the RE aspects of Humanities in the new curriculum, as the specification needs to be developed. It is hoped that the supporting framework will be delivered and monitored to the highest standards.

The Chair reported that he and the RE Co-ordinator, will be attending a meeting of the North Wales SACREs on Thursday in Conwy to discuss responses by SACREs from across North Wales to the new curriculum.

RESOLVED:-

- **To note the information presented in relation to the New Curriculum for Wales 2022.**
- **That the Chair and RE Co-ordinator provide feedback to the SACRE following their attendance at the North Wales SACREs meeting.**

Action: As noted above.

5. RELIGIOUS EDUCATION STANDARDS

Estyn School Inspections - Winter 2018 & Spring 2019

Estyn inspection reports undertaken at Ysgol Gynradd Amlwch, Ysgol y Graig, Llangefni and Ysgol Gymunedol Pentraeth were presented for the SACRE's consideration.

The Clerk to the SACRE reported that she has provided the full Estyn inspection report for each school, rather than extracts, to give a better picture and flavour of the work undertaken at the schools.

It was reported that there were no issues arising from the Estyn inspections, and that all three schools met the requirements. It was noted that the ethos, RE provision and Collective Worship are good in all the schools.

A member of the SACRE highlighted that Estyn are inconsistent in their use of Welsh ie in the Ysgol Gymuned Pentraeth report, Estyn refers to 'Collective Worship' as 'Cyd Addoli', rather than the correct translation 'Addoli ar y Cyd'.

RESOLVED to note the information presented in the Estyn inspection reports.

Action: None

6. SCHOOLS' SELF-EVALUATION REPORTS

The schools' self-evaluation reports by Ysgol Y Talwrn, Ysgol Gymunedol Pentraeth and Ysgol Gynradd Amlwch were presented for the SACRE's consideration.

It was noted that the standard of teaching attained in RE in the above schools is either adequate or good.

The SACRE showed concern that self-evaluation reports are not checked by a professional body, and there is no means of support for schools who might need assistance to improve and raise standards.

The Chair proposed that he visit Ysgol Y Talwrn to observe Collective Worship, and view the work carried out by pupils at the school.

Mrs Mefys Jones-Edwards gave a verbal report on the self-evaluation report she has prepared for Ysgol Syr Thomas Jones, entitled the Faculty of Humanities. She highlighted the following 5 key points from her report in relation to RE:-

1. Standards

- KS4 and KS5 results are very good, with each pupil attaining a qualification in the subject;
- KS3 results are adequate to good, as they vary with different groups;
- Standards in relation to boys need to improve, as boys are currently underperforming across the island;
- KS5 standards need to improve in the Philosophy Unit;
- Literacy is very good, due to planning that has taken place to improve oral and written skills.
- Numeracy and IT skills only need to be developed as necessary.

2. Well-being and Attitude to Learning

- Pupil participation in lessons is very good; they enjoy the subject;
- Teachers and pupils have a good relationship in RE lessons;
- Pupils' attitude to more independent learning needs to be developed, and is one of the 12 areas of the new curriculum.

3. Teaching and Learning Experiences

- RE provision as regards lessons, books and speaking to learners is good;
- Pupils benefit from experiences through visits;
- Skills and information on understanding Christianity and other faiths are tailored well within the work plans.

4. Care, Support and Guidance

- Teachers question learners when providing feedback to pupils, which require sharp responses, which in turn improves the standard of work in the classroom;
- Dialogue between teachers and pupils has improved;
- Collective worship sessions are held daily in Ysgol Syr Thomas Jones.

5. Leadership and Management

- Strategic co-working is taking place with other schools regarding GCSEs and A levels, resulting in improved collaboration;
- Self-evaluation happens annually in the school, and the following year's Improvement Plan is based on information provided in the schools' self-evaluation report;
- Each member of staff within the school has an opportunity to develop professionally;
- Need to share good practice in preparation for the new curriculum, as there will be obvious changes.

The Chair thanked the teachers involved in preparing and presenting the self-evaluation reports to the SACRE.

RESOLVED:-

- **To note the RE self-evaluation reports presented.**
- **That the Chair contacts the Head Teacher of Ysgol Y Talwrn to arrange a visits to the school to observe a Collective Worship session and the work carried out by learners at the school.**

Action: As noted above.

7. WALES ASSOCIATION OF SACRES (WASACRE)

The draft minutes of the previous meeting of the WASACRE held on 26 March 2019, were presented for information.

The Chair referred to Item 8 on the agenda - Professional RE support for SACREs.

The Chair reported that WASACRE has now received a response from Kirsty Williams, the Minister for Education, to concerns raised regarding the lack of professional support for SACREs across Wales. In her response, the Minister outlined the arrangements that had been put in place for meetings between WASACRE and Welsh Government.

It was further noted that Libby Jones and Paula Webber are currently in discussion with the Minister and Welsh Government, and have emphasized that in order to move forward and adopt the new curriculum, investment in

resources must be delivered. They have recommended that Welsh Government invests money into establishing consultants regionally to provide vital support, and this proposal has been submitted to Welsh Government.

The SACRE showed concern regarding the Minister's statement that the issue of providing expertise should be resolved between LAs, schools and each individual SACRE. The SACRE was disappointed with this statement, and felt that as SACREs are established by law, responsibility to provide support, encouragement and finance to SACREs should lie with Welsh Government.

RESOLVED:-

- **To note the information presented in the WASACRE minutes.**
- **That RE teachers bring samples of GCSE and A Level examination questions to the next meeting of the SACRE.**
- **That the Clerk to the SACRE includes an item on the Committee's next agenda to discuss GCSE and A Level results.**

Action: As noted above.

6. CORRESPONDENCE

The Chair reported that he has received a reminder from Dr Peter Hemming of Cardiff University regarding a previous e-mail Dr Hemming shared with the SACRE, regarding an evaluation survey he is undertaking on Diversity of Religion and Belief Guidance and Resource.

The Clerk to the SACRE reported that responses had been received from schools, but not from SACREs.

RESOLVED that the Clerk to the SACRE re-circulates Dr Peter Hemming's e-mail to members of the Anglesey SACRE.

Action: As noted above.

7. DATE OF NEXT MEETING

It was noted that the next SACRE meeting is scheduled for at 2.00 pm on Tuesday, 8 October 2019.

The meeting concluded at 3.30 pm

**COUNCILLOR DYLAN REES
CHAIR**

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Anglesey SACRE Action Plan 2019 - 2022

This Action Plan is based on the following documents:

- SACRE Annual Report
- The new Curriculum for Wales 2022
- ESTYN report, June 2018 Religious Education at key stage 2 and key stage 3

Priority	Action Points	Responsibility	Evidence	Outcomes	
Religious Education and Collective Worship is operationally and firmly good in each school. Purposeful planning to raise the image of the subject.	<ul style="list-style-type: none"> • Raise the profile and potential of Religious Education in the secondary and primary schools. • Reviewing and monitoring the quality of collective worship in the secondary and primary sectors. • Identifying and ensuring that each school has a Religious Education lead person, and that the responsibility of presenting collective worship is clear and operational. • Provide training / sessions on how to present high quality collective worship. 	SACRE members SACRE members [Secondary RE Coordinators] Schools and SACRE members GwE/ Secondary RE Coordinators	<ul style="list-style-type: none"> • Religious Education and collective worship resources within the box on the Addysg Môn forum. • SACRE members' verbal reports. • Specific training arranged through Gwe following recognition of the need. • References towards collective worship in ESTYN reports. 	<ul style="list-style-type: none"> • Each school conforming with the expectations for daily collective worship. • Each school purposefully planning Religious Education and Collective Worship. • Relating the importance of Religious Education in our daily lives through wellbeing, reflection and community in collective worship. • Nurture learners' spiritual life. • Relevant training planned and presented. 	

	<ul style="list-style-type: none"> • Raising the level of accountability of SACRE members. • Work programme for the members for them to observe collective worship sessions in schools. • Scrutiny reports to ensure a continuum of learning. 	Authority		<ul style="list-style-type: none"> • SACRE members fully active in familiarising themselves with schools' work within the area through holding termly visits and reports. 	
Teachers' knowledge of their responsibilities in relation to RE is current to enable them to teach the requirements of the NCfW with confidence.	<ul style="list-style-type: none"> • Ensuring that headteachers, teachers and SACRE members are knowledgeable about Religious Education requirements as part of the Humanities Area of Learning and Experience within the New Curriculum. • Ensure opportunities to share good practice between schools through looking at learners' work, work plans and informal lesson observations. • Ensure links between primary and secondary teachers in the Humanities AoLEs to share good practice. 	SACRE Committee	Subject Advisor and Leaders from pioneer schools	<ul style="list-style-type: none"> • Examples of good practice. • Learners' work reflects NCfW requirements of a high standard. • Meeting minutes. 	<ul style="list-style-type: none"> • Each learner's RE work reflecting the four areas. • Learners gaining valuable experiences from the learning and teaching. • RE is a natural part of the learning and is given equal attention within the AoLE.

<p>Create a platform to share resources in order to share good practice within RE and collective worship.</p>	<ul style="list-style-type: none"> • Add a Religious Education and collective worship box within the Addysg Môn HWB forum. 	<p>Subject Advisor</p>	<ul style="list-style-type: none"> • The box on the HWB website. • To contain examples of good practice. 	<ul style="list-style-type: none"> • Reducing teacher workloads in planning RE work and collective worship. • Facilitating the creation of collective worship sessions for schools. • A bank of good and excellent lessons is shared between teachers to raise the standard of RE teaching in schools. 	
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Agenda Item 6

Name of the school: Ysgol Gynradd Bodern

Religious Education

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?

In the Foundation Phase, nearly all pupils have had opportunities to explore religious beliefs and practices. The pupils' ability to cover basic questions develops and by the top of the Foundation Phase, nearly all pupils can ask questions, discuss and respond effectively. Nearly all of the pupils can discuss their feelings and simply express opinions. By the top of FP, some pupils successfully discuss other perspectives, practices and beliefs. Across the Foundation Phase, the pupils' ability to make effective use of suitable religious vocabulary is developed. Many pupils speak confidently about their work, showing comprehensive intelligence of the contents.

In Key Stage 2, nearly all pupils can discuss Christianity whilst referring to stories from the Bible and religious practices, in addition to confidently discussing beliefs, teachings and religious practices. At the bottom of Key Stage 2, most pupils respond and appropriately recall and cover basic religious practices. They simply describe why attitudes and beliefs are important to some people, making simple links between different beliefs. At the top of Key Stage 2, most pupils are confident in responding to practices and teachings and some pupils discuss how some aspects impact the lives of believers. Most pupils succeed to make links between beliefs, teachings and practices, effectively noting what is similar and what is different within religions. The pupils successfully use their literacy skills to research information in reference books and online and thoroughly discuss their findings in groups whilst jotting initial notes in addition to completing more extended writing tasks.

Many Key Stage 2 pupils can describe and discuss their feelings maturely and purposefully. Most manage to discuss their actions and opinions whilst discussing the perspective of others successfully. At the bottom of KS2, most pupils begin to identify and understand the meaning of religious symbols whilst starting to appropriately use relevant vocabulary.

At the top of Key Stage 2, some pupils can discuss how their feelings and opinions can impact their own lives and how others' perspectives impact them. Most pupils use suitable vocabulary and most have a good understanding of symbolic language. Nearly all pupils speak confidently about their work, showing intelligence of the contents. Most pupils effectively express their opinions after researching, making good use of what they have discovered and learned.

In Key Stage 2, nearly all pupils successfully speak and ask suitable questions about their personal experiences. Many of the pupils at the top of Key Stage 2 discuss the world around them, offer comments and discuss questions that arise whilst expressing their opinion. At the top of Key Stage 2, a minority of pupils can express their opinions and justify their ideas about basic questions following their own investigations and experiences.

Action:

- Develop each pupil's understanding of the impact of religion on people's lives.
- Expand and challenge the skills of pupils as they ask and answer big questions.

The standard attained by our pupils in religious education is: Good

Inspection Area 2: Wellbeing and attitudes towards learning about Religious Education

What do you think our pupils gain from religious education?

In the Foundation Phase, nearly all pupils enjoy Religious Education and respond positively towards the tasks. Most pupils succeed to discuss their feelings and the feelings of others during the Religious Education lessons. Most pupils on the top of Foundation Phase can simply express their opinions whilst explaining how religious values and actions impact their wellbeing and the wellbeing of others. In Key Stage 2, nearly all pupils have a good attitude towards learning about Religious Education. A Key Stage 2 pupil questionnaire shows that 87% of the pupils enjoy Religious Education lessons and tasks. Most pupils declare that they see value in learning about other religions and beliefs. Most pupils can discuss the impact of religious values on their wellbeing and on the wellbeing of others.

Pupils have positive experiences when learning about what is happening in other countries of the world today and have completed activities that teach them about Fair Trade. They have also had the opportunity to learn about and contribute to the Teams 4U charity work by sending boxes of Christmas presents to children in other countries. Nearly all pupils can show empathy towards others in situations and can empathise with characters in stories. Nearly all pupils in Key Stage 2 are aware of their rights and what is acceptable and unacceptable within society. FP pupils have rich experiences in circle time periods to discuss questions pertaining religious education. As a result of this, most gain a better understanding of how to deal with other situations and cultures.

Action

- Ensure enough opportunities for pupils and groups of pupils to discuss and express their opinions on Religious Education at the school.
- Create a simple questionnaire for Year 1 and 2 pupils to have an opportunity to simply express opinions.
- Invite Associate Governors to go on a learning trip and to discuss with pupils in each class to have an overview of pupils' opinions on Religious Education at the school.

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.

A weekly session is set aside in the school timetable for all classes. Religious Education is taught by a PPA teacher to pupils of both Key Stage 2 classes. Foundation Phase teachers have a good understanding of the Curriculum and framework and identify and develop skills pertaining people, beliefs and questions through the areas of Knowledge and Understanding of the World and Personal and Social Development, Well-being and Cultural Diversity. The work plans of Foundation Phase teachers and pupils' 'Learning Trip' workbooks show that they receive a good variety of experiences, which gives them the opportunity to thrive and make progress. Effective use is made of resources including books, artefacts, visits to local places of worship and visitors to the school to engage pupils and to offer them rich provision. Pupils have the opportunity to learn to respect holy books and objects and to learn about the importance and significance of special events and beliefs.

The teachers plan Religious Education units each half term which gives pupils the opportunity to research the beliefs, teachings and practices of Christianity and other religions, and to try to answer life's big questions. The Work Plans of many classes are detailed and ensure progression and development. By now, Key Stage 2's Religious Education work plans ensure that pupils have the opportunity to explore big questions for example 'Who am I?' 'What is right?' 'Caring for Our World' 'What is the significance of a place of worship?' whilst developing their enquiry and research skills.

The school has appropriate resources for example books and artefacts that stimulate the children in their leaning and the pupils respond enthusiastically when using them.

We take advantage of opportunities to take pupils on visits to local places of worship. Each year, the pupils take part in a Thanksgiving Service, a Remembrance Service and a Christmas Service at the local Chapel and Church. As a result, pupils have the opportunity to learn about the importance of places of worship and the order and practices of chapel and church services.

Teachers set tasks to assess the attainment of pupils, ensuring opportunities for them to successfully build on previous learning. The progress of children is tracked on the Incerts system.

Action

- Continue to offer interesting and valuable experiences whilst developing the skills of learners and ensuring consistency of plans
- Discuss with other teachers whilst sharing good practice at the school and in the catchment area, and visiting schools with good practice in teaching Religious Education.
- Set and construct a Success Criteria, giving pupils the opportunity to reflect on learning.
- Present challenging and extensive tasks for more able pupils.

The standard of teaching of religious education in our school is: Satisfactory

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

To what extent do religious education lessons and activities help pupils to reflect on religious and unreligious responses to basic questions and to reflect on their own beliefs or values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities to develop certain values and

to establish their spiritual and moral beliefs?

Religious Education lessons across the school offer pupils opportunities to reflect on basic questions and to discuss their own beliefs and values. In addition to Religious Education lessons, collective worship sessions are provided every day, whether as whole school worship or class worship. The services are of Christian nature which helps and leads pupils to reflect on their own beliefs and values, which leads and develops certain values and spiritual and moral beliefs for them as individuals. The collective worship is an opportunity to nurture the moral, social and cultural development of each pupil. It promotes ethos and values. As a result of this, most pupils understand matters pertaining rights and right and wrong choices. As part of this worship, the pupils will have the opportunity to sing traditional and modern hymns, to pray and to read. In their turns, each class plans and holds a service in addition to each child being part of the Thanksgiving and Christmas Service at the village's Church and Chapel.

Through lessons, Circle Time sessions and collective worship sessions, we give the opportunity to pupils to develop aspects of PSHE and Worldwide Citizenship. Guest speakers come to present a message or conversation to the pupils. Each month, the local vicar visits to hold a service and there is an opportunity for pupils to take a forefront and active part for example acting out parts of the Bible. Pupils are encouraged to treat each other courteously and with respect.

As a school, we nurture a community spirit and we promote good values and care for others by supporting different charities on several occasions during the educational year. By supporting and fundraising for different charities, pupils come to learn about their work and about the importance of moral and spiritual values. In addition to this, pupils see their responsibility in helping those less fortunate locally, nationally and internationally, leading to them developing as active citizens.

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:				

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?

Following the long term absence of the coordinator, we have appointed a new coordinator (September 2019). In a short period of time, the new coordinator has started to collaborate with other coordinators at the school to ensure cross-curricular Religious Education work plans. An opportunity is ensured for teachers to share their plans in staff meetings to share best practice and expertise at the school.

There are resources such as books and artefacts at the school but there is a need to invest in the latest resources. The coordinator has started to collaborate with the school staff to adapt the school's long term work plans in order to include a big question and sub-questions for each half term.

Religious Education has been monitored at the school every year, however, there is a need to create a firm timetable and to ensure consistent opportunities for the designated Governors to scrutinize different aspects.

Action:

- Complete the work of adapting and updating the school's long term plans.
- Create a Religious Education monitoring timetable.
- Arrange opportunities for school to school work.

Leadership and management of religious education in our school is: Satisfactory

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.	
Develop each pupil's understanding of the impact of religion on people's lives.	<ul style="list-style-type: none"> Purposive planning ensuring an opportunity for pupils to explore the impact of education on people's lives. 		
Expand and challenge the skills of pupils as they ask and answer big questions.	<ul style="list-style-type: none"> Ensure that a big question is planned for each half term. Give the opportunity for pupils to discuss subjects that are important to them. Ensure enough opportunities for pupils to research and consider different beliefs and perspectives. 		
Ensure enough opportunities for pupils and groups of pupils to discuss and express their opinions about Religious Education at the school.	<ul style="list-style-type: none"> Gather the opinions of FP pupils through the medium of a simple questionnaire. Give a questionnaire to KS2 pupils at the end of the year to compare and to see if there is progress. Ensure an opportunity for pupils to express their opinions on Religious Education in the School Council and in the Class Council. 		
Ensure a comprehensive monitoring timetable.	<ul style="list-style-type: none"> Create a timetable monitoring different aspects each term. Invite Associate Governors to go on a learning trip and to discuss with pupils in each class to have an overview of pupils' opinions about Religious Education at the school. 		
Share and adopt good practice.	<ul style="list-style-type: none"> Scrutinize the work and plans of pupils during staff meetings Discuss with other teachers whilst sharing good practice at the school and in the catchment area by visiting schools with good practice of teaching Religious Education. 		
Present challenging and extensive tasks for more able pupils.	<ul style="list-style-type: none"> Ensure opportunities for more able pupils to complete challenging tasks that stretch them. Ensure freedom for more able pupils to choose how to respond and research questions. 		

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

The pupils have rich opportunities to develop their skills through Religious Education lessons and activities. Through consistent charity work, the pupils' moral attitudes are developed. There are interesting plans and themes in place which are reviewed and updated by the coordinator and the staff to engage the pupils. A forefront place is given to the pupil's voice in planning within the field.

Head teacher: Nia Wyn Efans

Signature: *N.W.Efans*

Date: 27/9/19

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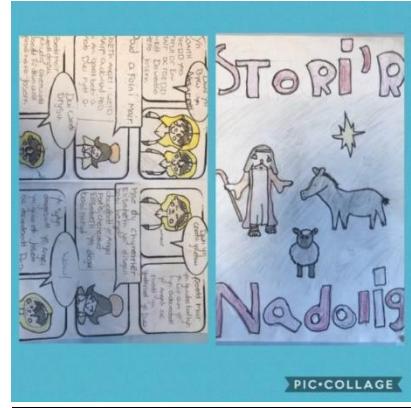


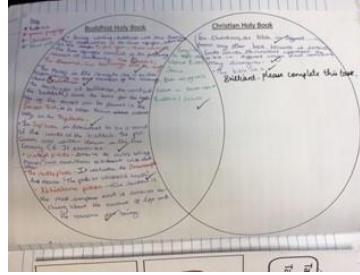
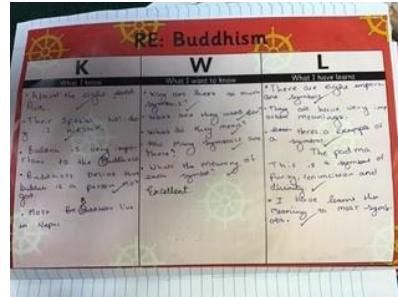
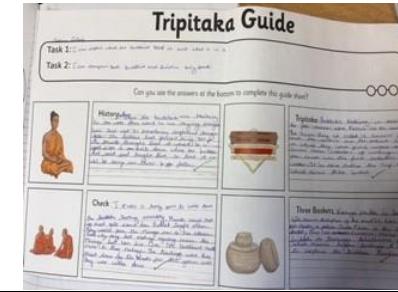
Ysgol Gymuned Llannerch y Medd.

Religious Education Self-Evaluation

September 2019.



<u>Inspection Area 1: Standards.</u>	<u>Evidence</u>
<ul style="list-style-type: none">Religious Education standards across the school are satisfactory. The school has already identified this and raising the status and standards of the subject is now one of our SDP priorities for 2019-2020.There is room to believe that Religious Education standards in the Foundation Phase are slightly better than in KS2 since the department had a coordinator to teach the subject every week, therefore Religious Education was firmly timetabled. However, a lack of time available impacted the quality of the work presented.We now have a new coordinator in the Foundation Phase and in KS2 where the subject is firmly timetabled each week and plans are prepared in advance.FP pupils have had the opportunity to explore Sikhism and Christianity, and KS2 pupils have explored Buddhism and Christianity.A learning trip around the school shows that colourful and attractive displays provide evidence of pupils studying	 

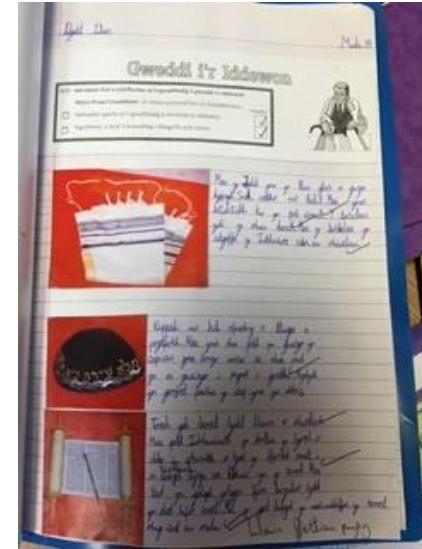
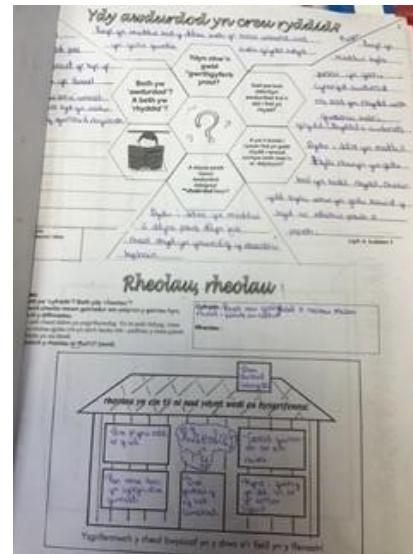
<p>Sikhism and Buddhism and of activities that develop their mind skills and creativity.</p> <ul style="list-style-type: none"> Book scrutiny reports show that pupils develop their skills across the curriculum by undertaking Religious Education activities, but it must be insured that this is consistent and happens across the school. <p>OPINION: GOOD.</p>	  
<p>Matters for Action:</p> <ul style="list-style-type: none"> Ensure that Religious Education is firmly timetabled each week. Ensure that units of Religious Education work are planned in advance. 	
<p>Inspection Area 2 : Wellbeing and attitudes to learning</p>	<p>Evidence</p>
<ul style="list-style-type: none"> Pupils enjoy learning about different beliefs and enjoy reflection sessions. They are encouraged and guided to think about other people, different situations and to respond to the world's big questions. 	

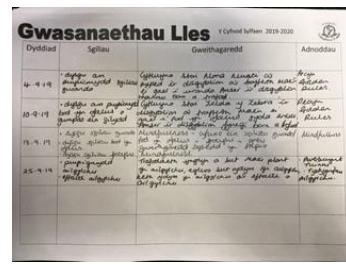
- A book scrutiny report notes that the Big Questions of the World are mainly discussed in KS2 and that there is room to spread this lower down in the school.
- Reflection opportunities happen weekly in class at circle time and in assemblies. Pupils have the opportunity to quietly reflect and to consider their feelings, values, events etc.
- The result of class discussions and discussions between staff note that Religious Education learning experiences must be expanded further than religious activities from the Bible alone and that the subject must be timetabled more effectively. Estyn's thematic visit report on Health and Wellbeing in November 2018 notes that this area is very good and has elements that are excellent.

OPINION : VERY GOOD

<p>Matters for Action:</p> <ul style="list-style-type: none"> • Raise the status and understanding of this subject with each member of staff to ensure that there is a positive mindset when teaching the subject. • Ensure that Religious Education has a clear place in the Wellbeing questionnaire. 	 
<p>Inspection Area 3 : Teaching and learning experiences in Religious Education</p>	

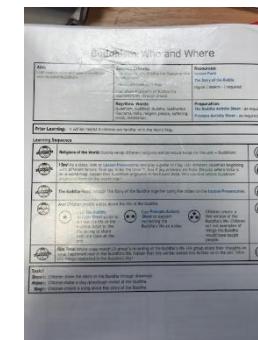
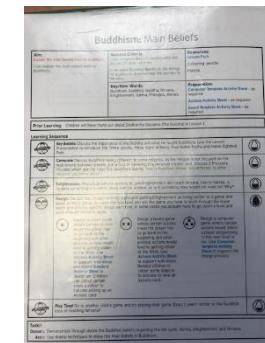
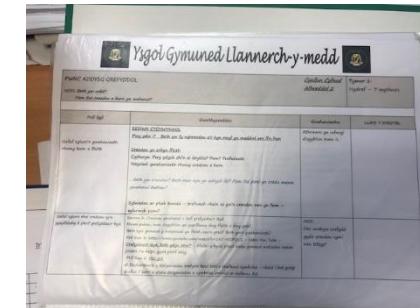
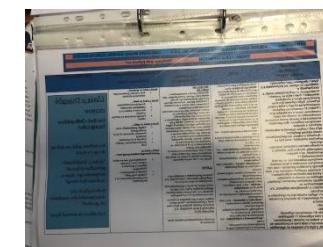
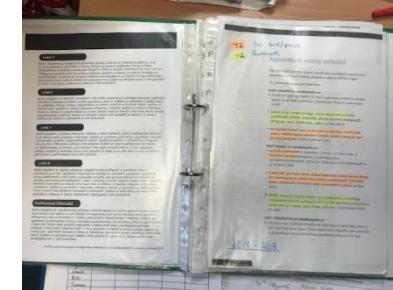
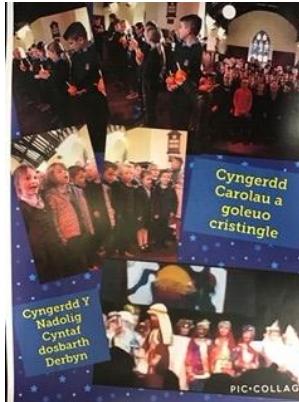
- The school satisfies the statutory requirements of Religious Education but acknowledges that there is room to improve this further.
- There are now two Whole School assemblies, one at the start of the week and one at the end. A FP teacher conducts one assembly and the parish vicar conducts the other. The weekly visit of the vicar is an effective arrangement that has existed for 3 years at the school. Assemblies for Foundation Phase and the Junior Department are also held in addition to circle time or discussion sessions to respond to global events.
- The pupils take part in Thanksgiving, Christmas and Easter services held in the parish church.
- Religious Education is now timetabled each week across the school and there are plans in place for lessons and services.
- The activities held effectively develop pupils' knowledge and understanding of religious beliefs, teachings and practices in addition to their subject skills and their cross-curricular skills.
- The school promotes values that help pupils to differentiate between good and bad.
- Circle time and class discussions give pupils the opportunity to develop their ability to reflect on religious and unreligious responses to basic questions and to reflect on their own values.
- Assessment for learning is given forefront attention across the school, therefore the feedback for pupils' work is very praiseworthy, and the next steps to progress the learning are very clear.
- Religious Education is now a priority in the SDP 19-20 and is planned as a separate subject but within the learning areas and to respond to the requirements of the 4 purposes.



OPINION: GOOD.	
Matters for Action	
<ul style="list-style-type: none"> Ensure that each teacher is aware of the requirements of the Religious Education Framework. 	
4 : Care, Support and Guidance	
<ul style="list-style-type: none"> Collective worship sessions are very effective and the sessions are planned in advance by the teacher. An opportunity is given to discuss and raise awareness of the Red Cross, Bernados, homeless, recycling, presenting morals, Aesop tales and a different prayer for each assembly. The parish vicar also holds a whole school service. Although assemblies are planned in advance, the school encourages the voice of the pupil and sometimes matters arise for discussion and reflection in assembly. These collective worship sessions help and encourage pupils to develop certain values and to establish their spiritual and moral beliefs. Each class has a 'bocs bwrw bol' (opening up box) for pupils to share their concerns with a member of staff. Welfare questionnaire results note that most pupils feel happy and safe at the school and feel that they have someone to turn to if they need to. 	 

- The whole school visits the Chapel or Church twice a term to for a service by the parish vicar or to hold a service for members of the community.
- The school is at the heart of the community and this is very important. All efforts are made to invite members of the community to the school to enjoy shopping evenings, concerts, coffee mornings etc. In addition to this, a group of pupils visits old people's homes in the village to sing carols during Christmas.
- The Eco Council ensures that groups of pupils pick up litter around the village, and posters to prevent dog littering were placed around the village with the collaboration of the community council.
The school has close contact with the parish vicar, the school's welfare officer and the pcso police service that hold workshops to promote different aspects of safety for pupils.
- All of these actions effectively influence the pupils to nurture an understanding of their culture, community and to be active citizens in their community.

OPINION: VERY GOOD.



<ul style="list-style-type: none"> Matters for Action 	
<ul style="list-style-type: none"> Nothing specific 	
<ul style="list-style-type: none"> Inspection Area 5: Leadership and Management 	
<ul style="list-style-type: none"> Coordinators monitor the subject consistently with lesson observations and book scrutiny by them and the curriculum panel every term. The information is shared via verbal and written reports with all school stakeholders. There is a clear place in staff's weekly plans for voicing the pupil's voice so that they influence the learning, decision making and are part of the further evaluation and action. £1000.00 is allocated to fund this priority in 2019-2020. This will include investing in resources and releasing coordinators. There has been very little training to develop leaders in this area. 	
<p style="color: red;">OPINION : SATISFACTORY</p>	
<ul style="list-style-type: none"> Matters for Action 	
<ul style="list-style-type: none"> Ensure that staff attend each possible opportunity for training to develop the necessary understanding to lead the subject effectively. 	

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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
- 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
- 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?

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

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 extend 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 extend 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 extend 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

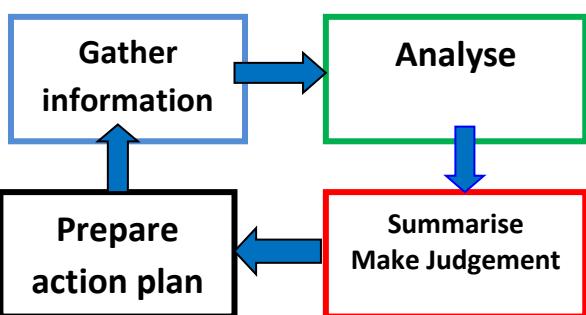
Remember to use qualitative and evaluative language and include 'real' examples of the provision.

- 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 complete an online questionnaire;
- By studying external examination results and KS3 teacher assessments, (secondary schools only)

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

Excellent

Very strong, sustained performance and practice

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,

Good

Strong features, although minor aspects may require improvement

successful, strong, skilful, worthwhile, beneficial, valuable, positive, thorough, useful, powerful, comprehensive, purposeful, used well, consistently good, effective

Adequate and needs improvement

Strengths outweigh weaknesses, but important aspects require improvement

satisfactory, appropriate, suitable, efficient, competent, relevant, sufficient, enough, valid, solid, sound, average mediocre, limited, inconsistent

Unsatisfactory and needs urgent improvement

Important weaknesses outweigh strengths

insufficient, inefficient, none, no, inappropriate, ineffective, unsuitable, unable, weak, poor, not fit for purpose, restricted

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

Name of the school: GYMRAEG MORSWYN

Religious Education

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.
- 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:

FOUNDATION PHASE

The ability of pupils to discuss and recall develops at the start of the Foundation Phase and by the end of the Foundation Phase, nearly all of them can discuss and ask questions.

Nearly all pupils can talk about their feelings, their actions and their opinions by the end of Foundation Phase and some describe and propose simple remarks on other people's perspectives.

The children's ability to use simple religious vocabulary is developed across the Foundation Phase and a few pupils will begin to acknowledge that there is a deeper meaning to religious symbols.

KEY STAGE 2

At the bottom of Key Stage 2, most can simply recall, respond and communicate some of the basic researched religious beliefs, teachings and practices. They suggest in simple terms why these aspects of religion are important to some people. Some start to make links between beliefs.

At the top of Key Stage 2, some of the pupils can describe particular religious beliefs, teachings and practices and how some of these aspects of religion impact the lives of believers. Some of the pupils can make links between religious beliefs, teachings and practices whilst describing the impact on the lives of believers and noting what is similar and different within and across the religions.

At the bottom of Key Stage 2, most pupils can describe their own feelings, actions and opinions and propose simple remarks on other people's perspectives. Most start to acknowledge that there is meaning to religious symbols and use simple religious vocabulary appropriately.

At the top of Key Stage 2, some of the pupils can explain how their own feelings, actions and opinions impact their lives, and describe how other pupils' perspectives by the same means impact their lives. They appropriately use a range of religious vocabulary and show basic understanding of symbolic language. There is very good progress...

At the bottom of Key Stage 2, the pupils can talk and ask questions about their own experiences, the world around them and aspects of religion. They can discuss the questions that arise from their own experiences by offering their own opinion.

At the top of Key Stage 2, many pupils can discuss their own and others' responses to life's questions, the world around them and religion. Improvement can be seen in the understanding and work of Year 6 in Summer 2019, especially in discussing perspectives and understanding various religions. A minority of pupils can express and justify their ideas and opinions on basic questions in line with their own investigations and experiences.

The creativity of nearly all pupils at the top of the school was developed by producing a special service for Thanksgiving at the local chapel. The speaking and listening skills of many KS2 pupils were developed with performances at the Thanksgiving and Christmas services at the local chapel and church for various audiences. The reports and attendance of G.B members confirm this and confirm that it is a strength within the school.

Matters for attention**FOUNDATION PHASE**

- Continue to develop religious vocabulary.
- Develop the understanding of the impact of religion on the lives of believers.

KEY STAGE 2

- Plan suitable learning experiences that stretch and challenge the skills of pupils.

The standard attained by our pupils in religious education is: **Good**

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:

Most pupils across the school show a good interest in religious education. Nearly all pupils on the top of FP have enjoyed and gained a lot from the experience of performing a baptism ceremony in the local church. Most pupils at the top of the school can ask interesting and appropriate questions whilst asking the local minister about their role and work.

Most pupils in KS2 develop listening skills, respect towards others and interest in other religions from being in religious education lessons.

In KS2, pupils are encouraged to come face to face with the world's big questions. Who am I? What is right? to develop their inquiry skills. A spiritual and moral side is developed by: nurturing a community spirit, promoting good values and caring for others. During the year, there will be many opportunities to support different charities.

The work of the school council interweaves with religious education with numerous opportunities for all school pupils to be part of fundraising activities towards a number of local, national and international good causes.

Matters for attention**FOUNDATION PHASE**

- Continue to develop religious vocabulary.

KEY STAGE 2

- Plan appropriate learning opportunities that stretch worldwide religious aspects and experiences

Our pupils have a **good attitude towards religious education at 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:**FOUNDATION PHASE**

- A session is assigned for Religious Education in the Foundation Phase. The field is taught by the class teachers.
- The teachers of Foundation Phase are familiar with the national exemplar framework for introducing Religious Education whilst identifying the specific skills pertaining people, beliefs and questions through the areas of Knowledge

and Understanding of the World and Personal and Social Development, Well-being and Cultural Diversity

- The children have a variety of experiences that give them an opportunity to make progress in knowledge and understanding, and skills in discussion and reasoning.
- Narrative resources, information booklets, large books, artefacts, ICT resources, visitor(s) to the school all create interest and enrich provision in the field.
- The children are encouraged to learn to respect holy books and objects and to become familiar with some of the stories attached to learning about the significance of special religious events.

The religious aspects within the areas are provided well in the Foundation Phase.

KEY STAGE 2

- At least an hour of a session is assigned for Religious Education across Key Stage 2. The subject is taught by the class teachers.
- The provision is good across the period and plans ensure progression and development.
- Pupils are encouraged to come face to face with life's big questions. Who am I? What is right? in order to develop their enquiry skills. A spiritual and moral side is developed by: *nurturing a community spirit, promoting good values and caring for others. During the year there are many opportunities to support different charities.*
- Religious education engages KS2 pupils – in a learning trip in January 2019 with G.B members, great enthusiasm was seen in researching religions and creating digital presentations of them. Their cross-curricular skills are developing well. In observing the lessons of March 2019, great progress was seen in pupils' knowledge and understanding of different beliefs and their understanding of religious artefacts.
- Advantage is taken of opportunities to take children out on visits to places of worship. Annually, children prepare a Thanksgiving service for one of the local chapels. Christmas services are also prepared within the school and numerous Christmas performances in many remembrance services and in local old people's homes. A special welcome was given to work and performances in the Penucheldre Home at Christmas 2018 with remarks that the afternoon raised spirits and created a happy feeling for a number of people who find the time of year difficult.

Matters for attention

FOUNDATION PHASE

- Ensure more educational trips to places of worship
- Continue to develop extensive tasks for more able pupils

KEY STAGE 2

- Develop current collaboration with Gaelscoil Thaobh na Coille School in Laoghaire to include cross-curricular religious education work, comparing differences in the cultural diversity to match the work that is currently done.
- Ensure visits to places of worship in Ireland compared to enriching what is done to develop their understanding of religion in an adjacent country.
- Continue to develop extensive tasks for more able pupils.

The standard of teaching of religious education in our school is: **Good**

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

To what extent do religious education lessons and activities help our pupils to reflect on religious and unreligious responses to basic questions and to reflect on their own beliefs or values? How does religious education help pupils to become active citizens? To what extent does the school provide effective opportunities for pupils to develop certain values and to establish their spiritual and moral beliefs?

- 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:

Daily collective worship will be provided on a class and school level. The worship is of complete Christian nature. Parents have the right to exempt their children if they wish to do so.

The collective worship is an opportunity to nurture the pupils' moral, social and cultural development. It promotes ethos and values.

The children are encouraged to listen, watch and reflect on the worship.

As part of the worship, the children will be given the opportunity to sing, pray and read. Advantage is also taken of the opportunity here to develop aspects of PSHE and Worldwide Citizenship.

Occasionally, guest speakers will come to present a message or discussion to the children. They are given an opportunity to take a forefront part in the activities and to act out parts of the Bible.

Numerous community activities occur including, including Thanksgiving and Christmas services in the Chapel, Church and in local old people's homes. There is contact with a local minister and a minister from the Caernarfon area who visits each term.

A service was also performed for elderly people from Caernarfon who visited the school and expressed great praise for the attitudes, effort and standards of the singing and readings. Food is collected for the local food bank, and an exceptionally great amount was collected during Christmas 2018.

Matters for attention**FOUNDATION PHASE**

- Ensure more educational trips to places of worship
- Continue to develop extensive tasks for more able pupils

KEY STAGE 2

- Develop more work on keeping pupils safe from radicalisation
- Develop pupils' understanding of religious extremism in a suitable yet effective way
- Emulate the excellent practices in each service

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 good.				

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:

- The religious education subject leader has the necessary abilities and understanding to lead the subject effectively. This is seen in the ability and confidence of teachers as they complete the work and in their role of leading effective sharing of expertise and resources.
- The staff co-plan, share ideas and allocate a suitable proportion of the time to religious education in their school to school collaboration which gives them professional development in religious education.
- Nearly all lessons use exceptionally good resources when teaching religious education. Use of resources is made at local chapels and churches and also use of the local minister who appropriately shares the time of their visits between the FP and KS2.
- Only one pupil has been removed from religious education lessons at the request of the family. Effective use is made of this time for her with provision of other work which gives her the opportunity to continue to improve her literacy and numeracy skills. This number has remained constant, the child is now in Yr 5 and the arrangement has been in place since Nursery

class.

- The school plays an important part in our local community with a great number of invitations to perform and prepare local services / concerts. Many of the pupils are part of this, in addition to the school choir who has reached a national level and reached the stage of the National Urdd Eisteddfod for the past five years.
- RE is annually monitored with learning trips and lesson observations. Findings are discussed with staff by professional means that lead to improvement in provision and progress within the field.
- Do you consider the perspectives of pupils in the self-evaluation report and the action plans?
- Pupils' singing / verbal performances, their attitudes towards others and the standard of Thanksgiving and Christmas services are a great strength within the school.

Matters for attention

- Ensure more opportunity for all teaching staff to monitor and observe each other's religious education lessons.
- Make more use of the perspectives of pupils within religious education in the SER.

Leadership and management of religious education in our school is good

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.	
Develop an understanding of the impact of religion on the lives of believers.	Teachers to implement this in the tasks set.	FP	Christmas 2019
Plan suitable learning opportunities that expand and challenge pupils' skills.	Teachers to implement this in the tasks set.	KS2	Christmas 2019
Develop current collaboration with Gaelscoil Thaobh na Coille School in Dun Laoghaire to include cross-curricular religious education work, comparing the differences in the cultural diversity to match the work currently done.	Yr 5 and 6 pupils to compare tasks with Ireland and collaborate and liaise through 'Facetime'.	KS2	June 2020
Ensure visits to places of worship in Ireland to compare and enrich what is done to develop the pupils' understanding of religion in an adjacent country.	Yr 5 and 6 teachers YGM and YGTC Ireland to arrange	KS2	June 2020
Continue to develop extensive tasks for more able pupils	Teachers to implement this in the tasks set.	KS2	Christmas 2019
Ensure more educational visits to places of worship	Teachers to arrange to match themes	FP Staff	June 2020
Continue to develop extensive tasks for more able pupils	Teachers to implement this in the tasks set.	FP Staff	Christmas 2019
Develop more work on keeping pupils safe	Teachers to implement this in the tasks set	KS2 Staff	Christmas

from radicalisation			2019
Develop pupils' understanding of religious extremism in a suitable yet effective way	Teachers to implement this in the tasks set	KS2 Staff	Easter 2020
Emulate the excellent practice in each service	Staff to observe and collaborate when planning services	KS2 Staff	Christmas 2019
Ensure more opportunity for all teaching staff to monitor and observe each other's religious education lessons	Arrange a timetable to match the SER observation timetable	MR	June 2020
Make more use of the perspectives of pupils within religious education in the SER.	Teachers to implement this in the tasks set.	FP and KS2 Staff	Christmas 2019

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

The Excellent provision and standards within Religious Education and collective worship is all important within the ethos and aims of the school. Identifying strengths and areas for improvement to enable us to plan improvements is all important within RE and collective worship.

Head teacher: Medwyn Roberts

Signature: M Roberts

Date: 27/9/19

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Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Gynradd Bodedern
Bodedern
Holyhead
Isle of Anglesey
LL65 3TZ**

Date of inspection: November 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication date: 13/01/2017

Context

Ysgol Gynradd Bodedern is a naturally bilingual primary school that admits children between 3 and 11 years old. It is situated in the village of Bodedern, in Anglesey local authority, and serves the village and the surrounding rural area.

There are 114 pupils between 3 and 11 years old on roll, including 15 part-time nursery children. They are taught in 4 mixed-age classes. Pupils are admitted to the school on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday.

Approximately 16% of pupils are eligible for free school meals, which is lower than the county and national averages. Approximately 13% of pupils have additional learning needs, and a very few pupils have a statement of special educational needs. A very few pupils are looked after by the local authority.

Nearly all pupils are from a white British ethnic background, and approximately 75% come from Welsh-speaking homes.

The school was last inspected in November 2009. The current headteacher was appointed in January 2000.

The individual school budget per pupil for Ysgol Gynradd Bodedern in 2016-2017 is £3,920. The maximum per pupil in primary schools in Anglesey is £6,763 and the minimum is £2,889. Ysgol Gynradd Bodedern is in 36th place of the 47 primary schools in Anglesey in terms of the school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

The school's current performance is adequate because:

- Most pupils make suitable progress as they move through the school
- Most pupils have good speaking and listening skills
- Many pupils in the Foundation Phase make good progress in their writing skills
- Most pupils have sound numeracy skills
- Many pupils' information and communication technology (ICT) skills are developing robustly
- The standard of most pupils' behaviour is good, and they are courteous towards each other and adults, and treat each other with respect, care and concern

However:

- Across the school, only a few pupils use specific strategies when reading unfamiliar words and determine a suitable meaning and, in key stage 2, only a minority of pupils use higher order reading skills confidently
- In key stage 2, the linguistic accuracy and syntax of a minority of pupils are erroneous, and there are times when over-use of worksheets hinders pupils' free and extended writing, which impedes their progress

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision for developing the school, which is based on developing life skills, and maintaining the school's caring ethos and its place within the local community
- Leaders and staff are focussing increasingly on raising standards and ensuring that they are consistent across all classes
- Governors question the school and hold it to account for its performance increasingly effectively
- The development plan is an appropriate document that guides the school's work usefully; it includes a manageable number of priorities with clear success criteria, and identifies responsibilities for achieving them, and the resources that are needed
- It has a number of partnerships that contribute beneficially to provision and support pupils' achievement and wellbeing well

However:

- Leaders do not focus specifically enough on setting an effective strategic direction for the school
- There is not enough emphasis on seeking the views of learners and parents, nor including support staff in the self-evaluation procedures
- Although the self-evaluation report includes evaluative comments, these are not supported sufficiently by direct evidence
- It is not clear how the priorities in the development plan derive directly from the self-evaluation procedures

Recommendations

R1 Improve pupils' reading skills

R2 Improve pupils' writing skills in key stage 2, particularly their extended writing skills across the curriculum

R3 Share best practice in teaching across all classes and ensure that teaching and planning challenge pupils to achieve to the best of their ability

R4 Ensure that teachers' feedback enables pupils to know what they need to do in order to improve the standard of their work

R5 Ensure that leadership is effective in giving the school a strategic direction

R6 Ensure that the self-evaluation procedure is robust and based on appropriate evidence, and that outcomes link clearly with priorities and strategies for improvement

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Adequate
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Standards: Adequate

On entry to the school, most pupils have skills that are appropriate for their age, or slightly lower than those expected. Most make suitable progress as they move through the school. Pupils with additional learning needs make steady and appropriate progress from their starting points.

In the Foundation Phase, most pupils listen attentively. They express an opinion clearly and provide appropriate answers to questions. By the end of key stage 2, most pupils have good speaking and listening skills, and they discuss confidently with adults and each other voluntarily in both languages. For example, they role-play sensibly and voice an opinion about an imaginary local bypass, and discuss the experiences of people during the Second World War in pairs or groups.

Across the school, many pupils use reading materials independently and give reasons for their choices, but the choice does not always correspond fully to their ability. In the Foundation Phase, many pupils explain the content of the reading texts and express an opinion about information by using relevant details. A majority are able to read aloud appropriately, giving attention to punctuation and varying their tone of voice and speed appropriately. However, across the school, only a few pupils use specific strategies when reading unfamiliar words and determine meaning suitably. In key stage 2, many pupils read with increasing accuracy in both languages, including reading texts that do not contain many visual clues. However, only a minority use higher order reading skills confidently, for example when using strategies such as scanning to find specific information quickly.

In the Foundation Phase, many pupils make good progress in their writing skills. By the end of the phase, they use their literacy skills successfully, present imaginative pieces, and develop and extend their ideas appropriately. They are able to write an increasing range of simple sentences, spell correctly and punctuate purposefully, in the main. By the end of the phase, most pupils make good progress in their proficiency in using varied vocabulary and language to write pieces across the curriculum.

In key stage 2, the quality of many pupils' writing is developing appropriately in both languages. On the whole, they write intelligently in a range of written forms, and show a suitable awareness of punctuation and paragraphing, and spell familiar words correctly, in the main. However, the linguistic accuracy and syntax of a minority of pupils are erroneous. By the end of their time at the school, many pupils write imaginative pieces in work across the curriculum, for example when writing a diary about a person's experience during the Second World War. However, there are a few occasions when over-use of worksheets hinders pupils' free and extended writing, which impedes their progress.

In the Foundation Phase, most pupils use their numeracy skills successfully to solve mathematical problems in a wide range of activities across the curriculum. By the end of the phase, they use their measuring and calculation skills confidently in scientific investigations, for example when calculating which material is best to make an umbrella to keep astronauts dry. In key stage 2, most pupils' numeracy skills during mathematics lessons are sound. They use an appropriate range of strategies to solve number problems. Many older pupils undertake problem-solving activities systematically and at an appropriate level across the curriculum.

Many pupils' ICT skills are developing robustly. By the end of the Foundation Phase, many pupils create and present information by using software to create a story in the form of an attractive cartoon. They create simple graphs correctly in order to record their favourite fruit, and collect and interpret simple data about insects in the form of a pictogram. Many are becoming more familiar with printing and saving their work confidently. In key stage 2, many pupils develop their ability to use ICT to present data in the form of different graphs well. They present their written work methodically and attractively by using a word processor, for example when producing a formal letter. By the end of the stage, they use spreadsheets to produce tables and graphs to reinforce their work across the curriculum effectively. A notable example of this includes scientific investigations and researching the types of aeroplanes that were manufactured during the Second World War in history work.

In the Foundation Phase over the last four years, the school's performance in literacy at the expected outcome has usually placed it in the upper 50% in comparison with similar schools. The school's performance in mathematical development has usually placed it in the lower 50% over the same period. The school's performance at the higher outcome, over the last four years, has varied in literacy, but has usually been above the median. In mathematical development, performance has been consistently above the median in comparison with levels in similar schools over the last four years.

At the end of key stage 2, the school's performance at the expected level and above over the last four years has varied. In general, at the expected level, the school's performance has been below the median in Welsh and science. The school's performance in English and mathematics has varied, moving it between the bottom 25% and top 25% in comparison with similar schools. At the higher levels, the school's performance in Welsh and English has been above the median over the period, while performance in mathematics and science has been more varied, and has placed the school between the lower 50% and top 25%.

There is no pattern of significant difference between the performance of boys and girls in the Foundation Phase over time. However, boys underperform in comparison with girls in science and mathematics over time in key stage 2. There is no clear and consistent pattern of notable difference in the performance of pupils who are eligible for free school meals in comparison with their peers.

Wellbeing: Good

Nearly all pupils feel safe at school and know whom to approach if they are concerned. The standard of most pupils' behaviour is good. They are courteous

towards each other and adults, and show respect, care and concern. Many pupils' social skills and life skills are developing well. Most concentrate for appropriate periods and contribute sensibly in lessons. Pupils work together appropriately in order to solve problems, and the ability of many of them to work independently and take responsibility for their own learning is developing gradually. Pupils make increasingly valuable choices about what and how they learn.

Most pupils have a sound awareness of eating and drinking healthily and the importance of physical exercise.

The school council and eco committee have a beneficial influence on school life. Members of the school council are very enthusiastic and keen to contribute more to developing the school. They are proud of their contribution and responsibility to the local community, and to improving the school's learning environment, for example when picking up litter in the village and contributing their views on developing the outdoor area and improving the presentation of the building. Pupils take part in activities such as concerts and services in the village and the surrounding community, and they arrange beneficial activities in order to raise money for charities. This enriches their awareness of their habitat, and of others who are less fortunate than themselves.

Over the last four years, pupils' attendance has usually compared favourably with that in other schools. On the whole, pupils' punctuality is good.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school offers a range of beneficial experiences by providing a broad and balanced curriculum that meets pupils' needs, including those with additional learning needs. These valuable experiences fulfil the requirements of the Foundation Phase, the National Curriculum and religious education effectively.

The school has appropriate plans to incorporate the requirements of the Literacy and Numeracy Framework. Tasks across the Foundation Phase provide valuable opportunities for pupils to develop their speaking and writing skills successfully, but opportunities to develop reading skills are not as rigorous. In key stage 2, there are effective plans in place, which lead to a variety of robust opportunities to develop pupils' literacy and numeracy skills. However, where some of the planning is less successful, there are not enough opportunities for pupils to develop their extended writing skills across the curriculum, and for more able pupils to extend their writing skills further.

Various technology resources are used effectively to promote many pupils' ICT skills, which enriches and supports their theme work.

The Welsh language is central to the school's life and work, and is developed successfully. All of the school's staff use the Welsh language regularly both inside and outside the classroom. As a result, most pupils use the Welsh language naturally when speaking with each other or discussing with visitors. Through the

Urdd's activities and visits to residential camps, provision develops pupils' understanding of their Welsh heritage and supports the work of the Welsh Language Charter skilfully. Project work with residential artists, and pupils' artwork that is based on Welsh artists, enrich pupils' understanding of living in Wales successfully.

The school provides appropriate opportunities to develop pupils' understanding of sustainable aspects, for example through a cycling and walking to school scheme. It ensures that pupils are given appropriate opportunities to learn about other countries, and develops their understanding of global citizenship. The work in each class to create a shoebox to send to a foreign country each Christmas raises pupils' awareness of children who are in need around the world, and develops their understanding of the work of international charities beneficially.

Teaching: Adequate

The standard of teaching is generally robust across the school, but is strongest in the Foundation Phase. Teachers have comprehensive subject knowledge and there is an effective working relationship between adults and pupils, which fosters respect and good behaviour. Across the school, successful co-operation between teachers and learning assistants provides effective support for individuals and specific groups of pupils. Teachers and staff model the Welsh language well, and this contributes successfully to pupils' standards of spoken language. Teachers ask probing questions in most lessons, and offer purposeful opportunities for pupils to work in pairs and small groups. In a few lessons and tasks in which teaching is less effective, over-use of ready-made worksheets hinders pupils' ability to work independently. In addition, tasks do not always challenge pupils to achieve to the best of their ability

Teachers give consistent and constructive feedback orally and mark pupils' work regularly, and offer comments at the end of the work. Where marking is most effective, comments refer to success criteria and teachers encourage pupils regularly to consider the feedback and amend their work. However, this practice is not consistent enough across the school. A minority of teachers' comments do not give clear enough guidance to enable pupils to know what to do in order to improve the standard of their work.

The school usually uses standardised tests and teachers' assessments appropriately when assessing pupils' work. In general, teachers use information that derives from their assessments successfully to track pupils' progress in order to plan the next step in their learning. They make suitable use of the findings of these procedures to identify and plan for the needs of specific groups and individuals.

Teachers provide beneficial reports for parents about their children's progress, and suitable parents' evenings are held annually.

Care, support and guidance: Good

The school is a friendly and caring community. The school's familial atmosphere, and the close relationship between staff and pupils, promote the pupils' consistently good behaviour. There is a strong emphasis on developing pupils' health and wellbeing, and the 'playground buddies' ('bydis buarth') system plays a valuable role in reinforcing the sense of a happy and caring community.

The school has beneficial arrangements to promote eating and drinking healthily, and most pupils bring a fruit snack to school each day. A variety of purposeful opportunities enrich pupils' spiritual, moral and cultural development successfully; for example, pupils are given valuable opportunities to become involved in the arts, sports and various musical activities. They are given regular opportunities to compete at county and national level in various fields. Purposeful classroom assemblies provide pupils with beneficial opportunities to reflect on their own values and foster values such as respect, fairness and honesty.

There are useful links with a variety of specialist services and external agencies, such as the speech and language service and the school nurse. These links ensure valuable support and guidance for pupils and parents, which contribute well to pupils' wellbeing and development.

Provision for pupils with additional learning needs is comprehensive. The school make skilful use of effective procedures in order to identify pupils' additional learning needs at an early stage. Purposeful intervention and support programmes meet these pupils' needs effectively. Individual education plans are produced and reviewed rigorously in consultation with parents and pupils.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

The school offers equal access to the curriculum and extra-curricular activities for all pupils. It is an inclusive and friendly community in which pupils are treated equally. This is based on values that promote respect and care.

There is a good supply of resources to deliver lessons and activities across the curriculum, including a beneficial range of ICT equipment. Classrooms and walls around the school are colourful and attractive, and include a variety of displays that celebrate pupils' successes.

The learning space within the building is used effectively, and the outdoor area for the Foundation Phase is developing suitably to meet teaching and learning needs. The school is on a pleasant site and appropriate use is made of the extensive space. The building, playground and school fields are in good condition, are safe and well-maintained.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

The headteacher has a clear vision for developing the school, which is based on developing life skills and maintaining the school's caring ethos and its place within the local community. The headteacher receives beneficial support from the deputy headteacher, which creates an increasingly effective working climate. However, leaders do not focus specifically enough on setting a strategic direction for the school so that self-evaluation and planning for improvement procedures lead more effectively to improvements across the school.

Job descriptions are reviewed annually. They are suitable and identify responsibilities clearly. The school has recently revised its arrangements for managing teachers' performance to ensure a stronger link between objectives and the school's priorities.

Leaders and staff focus increasingly on raising standards and ensuring that they are consistent across the classes. Staff meetings are held regularly and place an appropriate emphasis on discussing the school's priorities, in addition to issues relating to raising pupils' standards of achievement and improving provision. However, a few of the procedures that have been put in place recently have not become embedded firmly, and therefore it is not possible to measure their effect on the quality of learning or teaching in full.

The school responds appropriately to national priorities, which include introducing the Literacy and Numeracy Framework and eliminating the effects of poverty. This has an increasing effect on pupils' standards and wellbeing.

Members of the governing body are very supportive of the school's life and work, and are developing their role as critical friends and strategic leaders. They receive information from the headteacher about performance data and pupils' achievement, which enables them to question and challenge the school about its performance increasingly effectively.

Improving quality: Adequate

The school has appropriate self-evaluation arrangements, which use a range of suitable evidence, including analysing pupils' performance data, scrutinising their work, and observing lessons. Teachers and governors are given increasingly valuable opportunities to take part in some of these activities, and to consider relevant issues in terms of improving provision and raising standards. However, there is not enough emphasis on seeking the views of learners or parents, nor to include support staff in these procedures.

The self-evaluation report produced by leaders is comprehensive. It identifies useful issues for action, which relate to raising standards and improving the quality of provision and leadership. On the whole, although the report includes evaluative comments, these are not supported enough by direct evidence.

The development plan is an appropriate document, which guides the school's work usefully. It includes a manageable number of priorities, which clear success criteria. The effect of the school's previous priorities is measured appropriately which leads, where appropriate, to setting new targets. However, it is not clear how the priorities in the school development plan derive directly from self-evaluation procedures.

Partnership working: Good

The school has a number of partnerships that contribute beneficially to provision and support pupils' standards of achievement and wellbeing.

The parent and teacher association offers valuable support to the school and arranges fundraising activities regularly, for example in order to purchase resources and contribute towards transport for educational visits and the Urdd Eisteddfod. A beneficial curriculum event is held for parents and pupils each year, for example by working with an external agency in the 'Family Challenge' evenings, with a focus on science and technology. This increases pupils' enthusiasm towards the sciences effectively.

There is an effective partnership between the school and the local playgroup, which is located on the same site. Teachers work together closely and share resources to ensure good experiences for pupils, and to facilitate the transition process to the school. There is an established transition scheme between the school and the secondary school. There is a range of useful sessions for Year 6 pupils, which focus on curricular aspects, for example science, technology, sports and modern languages, that are a valuable support for pupils in preparing for the next stage in their education. The arrangements for inducting pupils with additional learning needs are successful and offer beneficial support to those individuals.

The school has benefitted from the beneficial working relationship with schools in the area. As a result of this co-operation, useful numeracy portfolios and reading packs have been produced in order to help staff to develop pupils' skills further. Processes for standardising work are effective and contribute satisfactorily towards ensuring the quality of assessing pupils' work at the school.

The school has an effective partnership with a university in order to welcome and train students on education courses. The school and students benefit from this by sharing experiences with each other and developing beneficial work programmes for pupils.

The school takes regular advantage of opportunities to take part in activities in the community, for example the Thanksgiving Service in the local chapel. The school takes advantage of the expertise of members of the community, for example when visiting the nearby stately home under the guidance of a local historian. These links promote pupils' understanding of their community and develop them as responsible citizens.

Resource management: Adequate

The school has a sufficient number of teachers with appropriate qualifications to meet the requirements of the curriculum. Teachers are supported well both inside and outside lessons by caring support staff. All teachers are given appropriate planning, preparation and assessment time.

The school is developing suitably as a learning community and there is a culture of co-operation. A majority of teachers have visited other schools and co-operated on specific projects; for example, the school has co-operated with a cluster of other primary schools to create valuable Welsh reading resources. However, there are very few opportunities for staff to take part in formal professional learning networks with other schools.

There are appropriate arrangements in place for the professional development of all members of staff. A good example of this is the support for support staff to qualify further and gain professional qualifications. The school has strengthened arrangements for performance management. However, until recently, there has not been a strong enough link between performance management objectives and the school's priorities to ensure improvements in learning and teaching.

The headteacher and governors monitor and manage the budget effectively. The school now has reserves following a period of deficit in the budget. This surplus is used appropriately to improve the quality of resources and support the school's priorities.

Purposeful use is made of the Pupil Deprivation Grant, for example by employing support staff to provide literacy and numeracy support for appropriate pupils. This contributes valuably towards ensuring progress in the skills of pupils who are eligible for free school meals.

Considering pupils' standards of achievement, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6602132 - Ysgol Gynradd Bodedern

Number of pupils on roll	118
Pupils eligible for free school meals (FSM) - 3 year average	18.8
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	12	13	17	11
Achieving the Foundation Phase indicator (FPI) (%)	83.3	92.3	88.2	90.9
Benchmark quartile	2	1	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	12	13	17	11
Achieving outcome 5+ (%)	91.7	92.3	88.2	90.9
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	33.3	30.8	17.6	45.5
Benchmark quartile	2	2	4	1
Mathematical development (MDT)				
Number of pupils in cohort	12	13	17	11
Achieving outcome 5+ (%)	83.3	92.3	88.2	90.9
Benchmark quartile	3	1	3	3
Achieving outcome 6+ (%)	33.3	30.8	35.3	45.5
Benchmark quartile	1	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	12	13	17	11
Achieving outcome 5+ (%)	100.0	92.3	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving outcome 6+ (%)	75.0	38.5	41.2	81.8
Benchmark quartile	1	3	4	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6602132 - Ysgol Gynradd Bodedern

Number of pupils on roll	118
Pupils eligible for free school meals (FSM) - 3 year average	18.8
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	10	13	9	15
Achieving the core subject indicator (CSI) (%)	90.0	92.3	88.9	86.7
Benchmark quartile	2	1	3	3
English				
Number of pupils in cohort	10	13	9	15
Achieving level 4+ (%)	80.0	92.3	100.0	86.7
Benchmark quartile	4	1	1	3
Achieving level 5+ (%)	40.0	46.2	44.4	40.0
Benchmark quartile	1	1	2	2
Welsh first language				
Number of pupils in cohort	10	13	9	15
Achieving level 4+ (%)	80.0	92.3	88.9	86.7
Benchmark quartile	3	1	3	3
Achieving level 5+ (%)	40.0	46.2	44.4	40.0
Benchmark quartile	1	1	1	2
Mathematics				
Number of pupils in cohort	10	13	9	15
Achieving level 4+ (%)	90.0	92.3	88.9	86.7
Benchmark quartile	2	1	3	4
Achieving level 5+ (%)	40.0	53.8	33.3	40.0
Benchmark quartile	2	1	3	3
Science				
Number of pupils in cohort	10	13	9	15
Achieving level 4+ (%)	90.0	92.3	88.9	86.7
Benchmark quartile	3	2	4	4
Achieving level 5+ (%)	30.0	46.2	44.4	33.3
Benchmark quartile	3	1	2	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifero ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	52	51 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	53	50 94%	3 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	52	51 98%	1 2%	Rwy'n gwybod pwyl i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	53	53 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	53	52 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	48	39 81%	9 19%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	53	53 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	53	52 98%	1 2%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	53	49 92%	4 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	53	51 96%	2 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	50	34 68%	16 32%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	51	38 75%	13 25%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	15	4 27%	9 60%	2 13%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	15	9 60%	6 40%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	15	8 53%	6 40%	1 7%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	15	5 33%	8 53%	2 13%	0 0%	0	Mae fy mhlentyn yn gwneud cynydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	11	1 9%	8 73%	1 9%	1 9%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	13	3 23%	9 69%	1 8%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	14	4 29%	8 57%	2 14%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	12	3 25%	3 25%	5 42%	1 8%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	13	5 38%	5 38%	2 15%	1 8%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	14	4 29%	9 64%	1 7%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	13	5 38%	6 46%	2 15%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	10	3 30%	5 50%	2 20%	0 0%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

			Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	15	3 20%	8 53%	4 27%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.		
		49%	41%	8%	2%				
I feel comfortable about approaching the school with questions, suggestions or a problem.	15	6 40%	8 53%	1 7%	0 0%	0	Rwy'n teimlo'n esmywyd ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.		
		62%	31%	5%	2%				
I understand the school's procedure for dealing with complaints.	12	3 25%	7 58%	2 17%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.		
		48%	42%	8%	2%				
The school helps my child to become more mature and take on responsibility.	15	4 27%	10 67%	1 7%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aedd fed ac i ysgwyddo cyfrifoldeb.		
		58%	40%	2%	0%				
My child is well prepared for moving on to the next school or college or work.	8	2 25%	5 62%	1 12%	0 0%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.		
		52%	41%	5%	1%				
There is a good range of activities including trips or visits.	14	2 14%	5 36%	7 50%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.		
		54%	39%	6%	1%				
The school is well run.	13	4 31%	8 62%	1 8%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.		
		61%	34%	3%	2%				

Appendix 3

The inspection team

Tony Bate	Reporting Inspector
Susan Jones	Team Inspector
Jeremy Turner	Lay Inspector
Nia Daly	Peer Inspector
Eifion Lloyd Watkins	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.

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Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Gymuned Llanerch-y-medd
Llanerch-y-medd
Anglesey
LL71 8DP**

Date of inspection: September 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication date: 24/11/2015

Context

Ysgol Gymuned Llanerch-y-medd is situated in the village of Llanerch-y-medd and is maintained by Anglesey local authority. At present, there are 132 pupils on roll, including 20 nursery age pupils. They are divided into five classes, which include four classes with mixed-age pupils.

Over the last three years, about 20% of pupils have been eligible for free school meals, which is around the average for Wales. Eighty per cent of pupils come from Welsh-speaking homes. About 20% of pupils are on the additional learning needs register, which includes a very few pupils who have an educational statement. There are very few pupils on roll who have English as a second language. A very few pupils are in the care of the authority.

The school was last inspected in February 2009. The headteacher has been in post since 1999.

The individual school budget per pupil for Ysgol Gymuned Llanerch-y-medd in 2015-2016 is £4,574. The maximum per pupil in primary schools in Anglesey is £6,763 and the minimum is £2,889. Ysgol Gymuned Llanerch-y-medd is in 20th place of the 47 primary schools in Anglesey in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Adequate

Current performance

The school's current performance is good because:

- Most pupils' oral standards across the school are sound
- All pupils are making good progress in their learning
- Pupils who have additional learning needs make sound progress in line with their targets
- The school's attendance rate is consistently good and places it in the top 25% in comparison with similar schools over the last three years
- Assistants provide very effective support and assistance for pupils

However:

- The numeracy skills of a few key stage 2 pupils have not developed fully
- Planning and teaching do not always provide an appropriate level of challenge for pupils

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher's caring leadership ensures the wellbeing of pupils and staff effectively
- The school's leaders have a suitable understanding of the school's performance
- Governors have a sound understanding of the school's strengths and the areas that need to be improved
- The school improvement plan identifies clearly the aspects for improvement

However:

- Not all of the strategies that have been implemented recently have had enough time to become established and to have an effect on pupils' achievements
- Over time, the school's leaders have not analysed monitoring outcomes in enough detail in order to plan for improvement
- The school has not made enough progress against a few recommendations from the previous inspection

Recommendations

- R1 Ensure that detailed plans in key stage 2 for developing pupils' numeracy skills are in line with their ability
- R2 Ensure that teaching in key stage 2 responds fully to the needs of more able pupils
- R3 Hone teachers' feedback on pupils' work to be more specific in order to lead to improvement
- R4 Improve school leaders' strategic role at every level to be more accountable for standards
- R5 Ensure that monitoring procedures are effective and that school leaders act on analysing monitoring outcomes in order to plan for improvement

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

On entry to the school, the standards of the majority of pupils are sound. During their time at the school, most pupils make good progress in their learning. Pupils who have additional learning needs make sound progress from their starting point in line with their targets. In the Foundation Phase, the youngest pupils settle in quickly and develop effectively as independent learners.

Most pupils in the Foundation Phase listen attentively and many of them talk confidently about their work, using robust syntax and vocabulary that is appropriate to their age and ability. This is developed successfully as pupils move through the school. Most pupils in key stage 2 communicate clearly in both languages and join in with classroom discussions very enthusiastically. By the end of the key stage, most discuss aspects of their work intelligently, and a few more able pupils discuss with maturity and use extended vocabulary. Most pupils' oral standards across the school are a strength.

At the top end of the Foundation Phase, most pupils read increasingly accurately and show a sound understanding of the text. A few more able pupils are confident readers and use voice intonation effectively to hold the listeners' attention. In key stage 2, many pupils read confidently in both languages and recall the main facts from the text. However, the higher skills of some of the more able pupils have not developed fully, for example when they analyse the text.

In the Foundation Phase, most pupils make good progress in their writing skills. By the end of Year 2, most of them use their literacy skills successfully in a variety of written forms. An example of this is a newspaper report based on the story of the Big Giant. Many are able to develop their ideas sensibly and show a firm grasp of the written form and purposeful punctuation. A few more able pupils use the conjugated form of the verb and adjectives consistently to enrich their work. In key stage 2, many pupils write intelligently in a variety of forms, in both languages, using a variety of punctuation consistently for a purpose. At the top end of the school, many pupils produce good quality extended writing. An example of this is the monologue about a character form from the novel Lladron Defaid (Sheep Thieves) in Welsh and English when expressing an opinion for and against using animals in scientific investigations. Most pupils' information and communication technology (ICT) skills across the school are very sound.

In the Foundation Phase, most pupils use and apply their numeracy skills confidently in a variety of situations. Many pupils use number strategies confidently when solving verbal problems. By the end of the phase, most are able to find the perimeter of a shape correctly by using an adding strategy. Pupils' numeracy skills are developed successfully across the areas of learning. They present and interpret data confidently, for example when collecting information and producing a graph about the homes of children in the class.

In key stage 2, most pupils' mathematical skills in lessons and in their books are good. Many pupils have a sound awareness of fractions of a number, and a few more able pupils convert fractions to percentages and to decimals with accuracy. Nearly all of them use a wide range of number strategies suitably when dealing with verbal problems by reasoning their calculations sensibly. In class thematic work, most read a scale on a map effectively, for example when measuring the length of trips in the Bethesda area as they plan a visit to the area. However, most pupils do not use and apply the numeracy skills they learn in mathematics lessons to the same standard across the curriculum.

Over recent years, the school often had a comparatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a considerable effect on the school's benchmark performance in comparison with similar schools and national averages. Performance at the end of the Foundation Phase at the expected outcomes in literacy and mathematical development has placed the school in the top 25% in comparison with similar schools for three of the last four years.

Trends in performance in key stage 2 at the expected levels have been upward in both languages. Over a period of four years, the school's performance has varied, moving it between the top 25% and the bottom 25% in Welsh and, overall, has placed the school in the bottom 25% in English over the same period. Over the last two years, there is a general trend of improvement in pupils' performance in mathematics and science.

In general, there is no significant difference between girls in comparison with boys in the Foundation Phase or in key stage 2 at the expected outcomes and levels. However, there is more of a pattern at the higher levels at the end of key stage 2 where girls' performance in language is higher over a period of four years.

Although a pattern of progress can be seen, the performance of pupils who are eligible for free school meals at the end of the Foundation Phase and key stage 2 is a little lower than for their peers at the higher levels.

Wellbeing: Good

Nearly all pupils enjoy school and feel that they are appreciated and supported. Nearly all pupils feel safe, and know to whom to turn if they are worried. They show respect and care towards each other and to adults. Nearly all have a strong awareness of eating healthily, drinking water and staying healthy. Most pupils take part in a good range of physical exercise activities which contribute effectively to their fitness.

Most pupils contribute well in lessons and succeed in their work. Many Foundation Phase pupils work independently and contribute effectively to their own learning. However, this has not developed fully at the top end of the school. Across the school, most pupils have a suitable understanding of what they need to do to improve their work.

Most pupils' behaviour is good in lessons and in the playground. Most pupils co-operate successfully with each other and remain on task for specific periods.

Attendance at the school is consistently good. In comparison with similar schools, the school has been in the top 25% for the last three years.

The school council meets regularly and members have a sound understanding of their roles and responsibilities within the school community. They promote improvements by creating a welcome wall in the foyer, setting out playground markings and changing the timing of lunchtimes, which has had a positive effect on pupils' wellbeing.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides stimulating, wide-ranging and balanced learning experiences, which respond fully to the National Curriculum, the Foundation Phase and religious education. Overall, teachers plan interesting lessons and activities that stimulate successful learning. Teachers' short-term plans are comprehensive; however, activities do not always provide enough of a challenge to respond to the needs of more able pupils, especially in key stage 2.

Provision for literacy has been planned very successfully and is embedded firmly in pupils' experiences. This ensures that they make very good progress in their literacy skills as they move through the school. ICT skills are developed successfully across various aspects of the curriculum. In the Foundation Phase, plans for developing numeracy are thorough and on an appropriate level for pupils. However, numeracy across key stage 2 has not developed fully and activities do not always ensure an appropriate level of challenge in comparison with pupils' mathematical ability.

Aspects of global citizenship receive appropriate attention in the school's plans through fair trade activities and work on Kenya and Patagonia. By recycling and reducing waste, pupils' understanding of the need to care for the environment and the varied world in which they live is thorough.

Provision for developing the Cwricwlwm Cymreig is robust. By studying local history, and the life and work of Welsh artists such as William Morris, pupils' understanding of Welsh culture is developing well. This is reinforced very effectively by visits to the local area and a range of visitors who come to the school.

Teaching: Good

Across the school, teachers plan lessons carefully, stimulating pupils' interest and enthusiasm successfully. They use a wide range of rich teaching resources to support learning. In many lessons where the teaching is most effective, teachers question probingly in order to extend the knowledge and understanding of almost all pupils. In these lessons, pupils are encouraged to extend and reason their answers. In the very few lessons in which teaching is less effective, tasks do not always challenge pupils to reach their full potential, especially at the top end of the school. Over-direction by teachers in key stage 2 limits pupils' ability to be independent learners.

Staff model clear language, which contributes well to pupils' standards of oral language. There is a very effective working relationship between adults and pupils, which fosters a successful learning atmosphere.

Across the school, teachers share clear learning objectives with pupils regularly. During lessons, teachers give robust oral feedback to pupils and written work is marked regularly. In general, comments are constructive, but they do not always give clear enough guidance to pupils to know how to improve their work.

The school has comprehensive systems for assessing and tracking pupils' progress. The school uses the results from standardised tests and a range of other appropriate assessment tasks to assess pupils' work effectively. They use the information to plan suitable activities that meet the needs of individuals and groups of learners successfully.

Annual reports to parents are comprehensive and include purposeful comments on their child's progress as well as improvement targets.

Care, support and guidance: Good

The school operates as an organised and caring community that promotes the importance of pupils' wellbeing very strongly.

The school's rules and procedures emphasise a caring and respectful environment and parents receive suitable information and guidance in order to promote and support their children's education regularly.

Through class and whole school assemblies and regular opportunities for reflection, the school promotes pupils' personal, spiritual, moral and social development well.

The school has a number of robust systems in place to promote pupils' wellbeing and emotional development. This is a strength at the school. Very effective co-operation with a number of specialist services, such as a language therapist and social services, has a successful effect on pupils' wellbeing.

Provision for pupils who have additional learning needs is robust. Pupils' needs are identified at an early stage and the school co-operates effectively with a range of external agencies to support vulnerable pupils. The additional learning needs co-ordinator and the school's staff provide robust support for pupils. This ensures that they have full access to all aspects of school life.

Parents receive good information about their child's progress and they are included fully in the process of creating and evaluating individual plans. Teachers evaluate pupils' progress against their targets thoroughly and ensure that provision responds to their needs.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

Ysgol Llanerch-y-medd is a welcoming community, which has a happy and caring ethos. There is a great emphasis on respect and the school's values reinforce this successfully. The school's policies and procedures promote equality and equal access for all the school's pupils.

The quality of resources is good and they are used purposefully to support pupils' learning. Displays on the classroom walls and corridors are of a very high quality. There is a good balance between pupils' work and displays that support teaching and learning.

The community centre is used regularly for a range of school activities and those of the wider community. The building and the outside area are of a good standard and the all-weather pitch is used regularly to enrich aspects of physical exercise within the school's work. The building and the surrounding land are kept clean and tidy.

Key Question 3: How good are leadership and management?	Adequate
--	-----------------

Leadership: Adequate

The headteacher's caring leadership ensures that the wellbeing of pupils and staff is central to the school's work. Leaders have an appropriate picture of the school's weaknesses and strengths. The headteacher, senior management team and staff co-operate closely. They have a suitable understanding of the school's performance, which has resulted in raising standards, for example pupils' attainment in English at the end of key stage 2. The role of subject co-ordinators is developing appropriately, and they are now beginning to take an active part in monitoring standards of teaching and learning. Staff have current job descriptions, but they do not identify clearly individuals' responsibilities specifically enough.

Recently, the school has put a number of new strategies in place in order to raise standards and improve provision. The strategy of responding to pupils' work is beginning to bear fruit and the quality of marking is now having an effect on pupils' achievements. However, not all of the strategies that are in place, such as assessment for learning and developing numeracy across the curriculum, have been established firmly enough or had enough of an effect on the school's standards of performance.

Over time, the school has not paid enough attention to national priorities, including the Literacy and Numeracy Framework. As a result, key stage 2 pupils' numeracy skills have not developed fully.

Governors are very supportive and fulfil their duties conscientiously. They have a sound understanding of the school's strengths and areas that need to be improved. They are beginning to analyse a range of performance data appropriately and their understanding of how the school performs in comparison with other schools is effective. They have begun to use the robust information that they have to challenge the school about its performance. However, it is too early to measure the effect on the school's performance.

Improving quality: Adequate

The school has appropriate arrangements for self-evaluation. Arrangements include collecting evidence from a range of sources, including analysing data and collecting the opinion of pupils, parents, lesson observations, scrutinising pupils' work and the consortium's monitoring reports. Recently, the senior management team has begun to contribute to the process by observing lessons and scrutinising books. However, reports are not always evaluative enough and they do not always highlight what needs to be developed further. Over time, the school's leaders have not analysed monitoring outcomes in enough detail in order to plan strategic steps for improvement.

Although the self-evaluation report is a little descriptive in parts, on the whole, it gives an appropriate picture of the school's strengths and weaknesses. It identifies the school's strengths, but does not give detailed enough attention to aspects that need to be improved in relation to provision and pupils' achievement. There is a suitable link between the outcomes of self-evaluation and priorities in the school improvement plan.

The current improvement plan identifies a number of clear priorities for improvement. It includes reasonable time lines, allocates clear responsibilities for implementation, along with costs and success indicators. The current document identifies clearly the aspects for improvement.

The school has not made enough progress against a few recommendations from the previous inspection, especially in relation to strengthening the monitoring system and building on the good standards and aiming for excellence.

Partnership working: Good

The school has established a number of strong partnerships that contribute to improving pupils' standards and wellbeing very successfully. There is a strong relationship between the school and parents. The friends of the school association is active and raises money regularly to purchase ICT resources and hardware, which enriches learning effectively. Information is shared effectively with parents through the website and through regular letters.

The school has very effective partnerships with specialist agencies, which support provision for vulnerable pupils well. The school's partnership with the secondary welfare officer is strong and promotes a high level of attendance successfully.

Good arrangements exist with the nursery school to ensure that new pupils settle in quickly when they enter the Foundation Phase. Arrangements for transferring older pupils to the secondary school are effective and prepare them well for the next stage in their education.

Co-operation with schools in the cluster to standardise and moderate pupils' work at the end of key stage 2 has ensured teachers' appropriate understanding when levelling pupils' work. Recently, the school has begun to co-operate with other local schools in order to develop pupils' mathematical skills; however, it is too early to measure the effect of this co-operation on pupils' outcomes.

Wide and valuable links with the community are very effective. An example of this is the way in which pupils have planted trees in the village and taken part in local performances and eisteddfodau. This develops pupils' awareness of the importance of belonging to a community and acting on behalf of the community.

Resource management: Good

The school manages its resources successfully. There is a suitable number of qualified teachers who are used effectively to make the best of their expertise, for example to develop music, science and physical education. Teachers work well as a team to ensure that pupils have an equal opportunity to learn. A skilful and enthusiastic team of assistants provide very effective support for pupils, which has a successful influence on raising pupils' standards of work and attainment.

The school's decisions on expenditure link appropriately to priorities for pupils' wellbeing and raising standards. The headteacher and governors monitor and manage expenditure carefully.

The school has purposeful arrangements for managing teachers' performance, which are led by the headteacher. However, objectives for improvement do not always focus clearly enough on matters that involve raising pupils' standards.

The school responds fully to statutory requirements on teachers' workload and teachers make suitable use of their time for planning, preparing and assessing pupils' work.

The school makes effective use of the Pupil Deprivation Grant to respond to the needs of pupils who are eligible for free school meals.

Considering pupils' achievements over time, the school provides good value for money.

Appendix 1: Commentary on performance data

6602157 - Ysgol Gymuned Llannerch-y-medd

Number of pupils on roll 121
 Pupils eligible for free school meals (FSM) - 3 year average 20.6
 FSM band 3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	16	11	16
Achieving the Foundation Phase indicator (FPI) (%)	93.8	100.0	93.8
Benchmark quartile	2	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	16	11	16
Achieving outcome 5+ (%)	93.8	100.0	100.0
Benchmark quartile	2	1	1
Achieving outcome 6+ (%)	43.8	45.5	37.5
Benchmark quartile	1	1	2
Mathematical development (MDT)			
Number of pupils in cohort	16	11	16
Achieving outcome 5+ (%)	93.8	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	37.5	27.3	43.8
Benchmark quartile	2	3	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	16	11	16
Achieving outcome 5+ (%)	100.0	100.0	93.8
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	81.3	100.0	93.8
Benchmark quartile	1	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6602157 - Ysgol Gymuned Llannerch-y-medd

Number of pupils on roll	121
Pupils eligible for free school meals (FSM) - 3 year average	20.6
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	10	14	16	12
Achieving the core subject indicator (CSI) (%)	80.0	92.9	87.5	83.3
Benchmark quartile	4	2	3	3
English				
Number of pupils in cohort	10	14	16	12
Achieving level 4+ (%)	70.0	85.7	68.8	83.3
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	20.0	28.6	43.8	41.7
Benchmark quartile	4	4	2	2
Welsh first language				
Number of pupils in cohort	10	14	16	11
Achieving level 4+ (%)	90.0	100.0	87.5	81.8
Benchmark quartile	2	1	3	3
Achieving level 5+ (%)	40.0	42.9	37.5	45.5
Benchmark quartile	2	2	2	1
Mathematics				
Number of pupils in cohort	10	14	16	12
Achieving level 4+ (%)	80.0	92.9	87.5	83.3
Benchmark quartile	4	3	3	4
Achieving level 5+ (%)	20.0	50.0	25.0	41.7
Benchmark quartile	4	1	4	2
Science				
Number of pupils in cohort	10	14	16	12
Achieving level 4+ (%)	80.0	92.9	87.5	83.3
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	40.0	50.0	37.5	41.7
Benchmark quartile	2	2	3	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifero ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	53	52 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	53	53 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwllo.
		92%	8%	
I know who to talk to if I am worried or upset.	53	53 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw l'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	53	53 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	53	53 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	53	53 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	53	53 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	53	53 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw l'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	49	47 96%	2 4%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	53	53 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	53	51 96%	2 4%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	53	53 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	61	58 95%	3 5%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64% 33%		3% 1%			
My child likes this school.	61	60 98%	1 2%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73% 25%		1% 0%			
My child was helped to settle in well when he or she started at the school.	61	60 98%	1 2%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreudd yn yr ysgol.
		73% 26%		1% 0%			
My child is making good progress at school.	61	59 97%	2 3%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62% 34%		3% 1%			
Pupils behave well in school.	61	48 79%	13 21%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48% 47%		4% 1%			
Teaching is good.	60	57 95%	3 5%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62% 36%		2% 0%			
Staff expect my child to work hard and do his or her best.	61	58 95%	3 5%	0 0%	0 0%	0	Mae'r staff yn disgwl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65% 34%		1% 0%			
The homework that is given builds well on what my child learns in school.	57	49 86%	7 12%	1 2%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50% 42%		6% 2%			
Staff treat all children fairly and with respect.	60	54 90%	6 10%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61% 34%		4% 1%			
My child is encouraged to be healthy and to take regular exercise.	61	56 92%	5 8%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61% 37%		2% 0%			
My child is safe at school.	61	58 95%	3 5%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67% 31%		1% 0%			
My child receives appropriate additional support in relation to any particular individual needs'.	57	53 93%	4 7%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56% 38%		4% 1%			
I am kept well informed about my child's progress.	61	52 85%	9 15%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50% 40%		8% 2%			

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	61	56 92%	5 8%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63% 31%	4% 2%				
I understand the school's procedure for dealing with complaints.	59	49 83%	10 17%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49% 42%	8% 2%				
The school helps my child to become more mature and take on responsibility.	61	52 85%	9 15%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58% 39%	2% 0%				
My child is well prepared for moving on to the next school or college or work.	48	39 81%	9 19%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i barato'i dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53% 41%	5% 1%				
There is a good range of activities including trips or visits.	61	57 93%	4 7%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymwelliadau.
		55% 38%	5% 1%				
The school is well run.	61	59 97%	2 3%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62% 33%	3% 2%				

Appendix 3

The inspection team

Anwen Eluned Griffith	Reporting Inspector
Rosemarie Wallace	Team Inspector
Margaret Gwyn Watkins	Lay Inspector
Delyth Jones	Peer Inspector
Dylan Williams	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.



Report on

**Ysgol Gymraeg Morswyn
Holyhead
Anglesey
LL65 2TH**

Date of inspection: April 2015

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Morswyn is a Welsh-medium primary school. It is situated on the outskirts of the town of Holyhead, Anglesey. It serves the town in the main, but also admits some pupils from further afield.

There are a total of 154 pupils on roll, including 20 of nursery age. The numbers have risen considerably since the last inspection in October 2010. The local authority provided a new building in September 2012 for the under-fives.

There are six classes at the school, three of which are single-age classes. The school admits pupils part-time in the September following their third birthday and full-time in the September following their fourth birthday. About 30% of pupils come from Welsh-speaking homes. A very few pupils come from an ethnic minority or mixed background.

Welsh is used as the medium of teaching in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English.

About 18% of pupils are eligible for free school meals, which is close to the county and national percentage. Twenty-five per cent of pupils are on the school's additional learning needs register, which is higher than the national figure. Four pupils have a statement of special educational needs.

The headteacher has been in post since April 2013 and the deputy headteacher since September 2013.

The individual school budget per pupil for Ysgol Gymraeg Morswyn in 2014-2015 is £3,610. The maximum per pupil in primary schools in Anglesey is £9,552 and the minimum is £2,870. Ysgol Gymraeg Morswyn is in 39th place of the 48 primary schools in Anglesey in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

Ysgol Morswyn's performance is good because:

- Most pupils make progress and achieve well
- Nearly all are confidently bilingual by the end of key stage 2
- There are high levels of attendance and behaviour and pupils show positive attitudes towards their work
- There are rich learning experiences, the quality of teaching is good, and classroom assistants support learning effectively
- There is effective provision to promote wellbeing and an inclusive and homely ethos where pupils feel happy and safe

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision, based on ensuring pupils' high standards and wellbeing
- The governing body has a detailed understanding of the school and its performance, which enables it to challenge the school effectively in areas that need to be improved
- All of the school's staff co-operate effectively as a team
- The school has developed robust self-evaluation processes and clear plans for improvement that focus on raising standards
- A good range of partnerships have a positive effect on pupils' wellbeing and achievement

Recommendations

- R1 Ensure more opportunities for pupils to extend their extended writing skills and their awareness of global citizenship
- R2 Extend the level of challenge for pupils of higher ability
- R3 Ensure that pupils take a more active part in evaluating their own work
- R4 Develop the strategic role of the senior management team further

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils make sound progress in their learning and achieve well during their time at the school. They use their skills effectively and show interest and perseverance in lessons.

Across the school, most pupils listen well and are able to recall previous learning appropriately. Considering their linguistic background, most pupils' oral skills develop quickly. Many older pupils in the Foundation Phase communicate well in Welsh and use a wide range of appropriate vocabulary that corresponds to their work and class theme. In key stage 2, most pupils communicate confidently in Welsh and English and express themselves clearly and correctly. Most pupils use an appropriate range of suitable vocabulary when expressing an opinion and speaking about their work in class. By the end of key stage 2, nearly all pupils attain a high standard of bilingualism and are able to change easily from to the other when discussing their work.

Most pupils' reading skills are developing well across the school. In the Foundation Phase, most pupils read fluently and meaningfully and at a level that is appropriate to their age and ability. They use appropriate strategies when reading unfamiliar words. Many pupils are able to discuss their favourite books and characters simply. In key stage 2, most pupils read with increasing accuracy and confidence in Welsh. By the end of the key stage, most read fluently with good expression and understanding in English. They apply their reading skills well to support their work in a range of subjects, for example to glean information about the Aberfan disaster.

Across the school, most pupils' writing skills are developing effectively. By the end of the Foundation Phase, many pupils write effectively and have a sound understanding of various writing styles. The majority of pupils show increasing fluency and accuracy in their work. However, the extended writing skills of higher ability pupils are not developing fully. In key stage 2, most pupils are making good progress in their ability to write in various forms. They plan their work carefully and are able to make improvements when redrafting. By the end of the key stage, most pupils' work shows a good awareness of the characteristics of different forms of writing. They write confidently across a range of topics in Welsh and English, and punctuate and paragraph their work appropriately. However, they do not extend their extended writing skills across the subjects regularly enough.

In the Foundation Phase, most pupils use their numeracy skills successfully across the areas of learning. For example, in the term's theme work, they collect data and present it successfully in the form of a bar graph. Many use correct mathematical vocabulary when discussing their work. Most pupils' standards in key stage 2 in mathematics lessons are good, and they use an appropriate variety of calculation methods correctly. Many of them use an appropriate variety of mental and written calculation methods correctly. They use mathematical language with increasing

accuracy and make appropriate use of data to support their work within the various themes. Most pupils use and apply their number and measurement skills with good accuracy across the curriculum. They collect information in a variety of ways and present their conclusions accurately in the form of different tables and graphs, for example when discussing an investigation into which material is the best heat insulator.

Nearly all pupils who have additional learning needs make good progress in relation to their individual education plan. Pupils who are eligible for free school meals are make sound progress in line with their ability. Most pupils of higher ability make good progress in their literacy and numeracy skills but they are not always stretched across the learning activities.

In the Foundation Phase, over the last three years, the school's performance at the expected outcome 5 in literacy skills and mathematical development has mostly placed the school in the upper 50% in comparison with similar schools. During the same period, pupils' performance at the higher outcome (outcome 6) has mostly placed the school in the top 25% in literacy skills and mathematical development.

Over the last four years, in comparison with similar schools, the school's performance at the expected level 4 in English has risen, moving the school from the upper 50% to the top 25%. In Welsh, the school's performance has placed it in the top 25% in three of the last four years. In mathematics and science, performance has moved the school from the lower 50% to the top 25% of similar schools. During the same period, pupils' performance at the higher level (level 5) has mostly placed the school in the higher 50% or the top 25% in the four subjects.

There is no significant pattern of difference in the achievement of pupils who are eligible for free school meals in comparison with their peers.

Wellbeing: Good

All pupils enjoy the life and work of the school and feel safe there. They are aware off the importance of health, fitness and eating and drinking healthily. They achieve consistently well in their personal and social development. Nearly all pupils are enthusiastic, enjoy their lessons and contribute eagerly in all aspects of their learning.

Pupils' behaviour across the school is very good and they are courteous and welcoming towards visitors. Pupils are very caring towards each other and show respect for others in lessons and during break times. Pupils of all ages offer support and friendship to others consistently.

Pupils' attendance levels are consistently high. This has placed the school among the top 25% of similar schools over the last four years. Punctuality is good.

Many pupils accept responsibilities conscientiously within the school community. They benefit directly from robust links that exist between the school and visitors, along with visits to the local community. The pupils' voice receives valuable attention, and the school responds well to their ideas through the school council and the eco committee.

By taking part enthusiastically in a number of community activities, pupils develop as full and responsible members of their community and take pride in their Welshness.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide and balanced curriculum that meets the requirements of the Foundation Phase, the National Curriculum and religious education. Whole-school plans ensure that pupils of all ages have a range of rich experiences within the school and beyond. The range of learning experiences that is provided meets most pupils' needs successfully.

Schemes of work pay good attention to developing literacy, numeracy and information technology skills across the curriculum. As a result, skills development is a prominent part of lessons on a daily basis. Planning for skills development is good in the Foundation Phase, in line with the Literacy and Numeracy Framework, and is developing appropriately in key stage 2. However, provision in the Foundation Phase or key stage 2 does not ensure regular opportunities for pupils to extend their extended writing skills across the curriculum.

The awareness of belonging to the community and the Welsh dimension are embedded in the school's ethos and permeates all its activities. Educational visits and the use of the local community and visitors, such as Welsh authors and artists, enrich pupils' learning experiences effectively. The school provides valuable opportunities for pupils to compete in the local Eisteddfod and the Urdd Eisteddfod.

Pupils have a variety of good opportunities to learn about the importance of living sustainably and healthily. Pupils of all ages have opportunities to work in their local area and many older pupils take advantage of the valuable link with a school in Ireland. However, there are few opportunities for pupils to learn about a variety of areas and their place in the wider world.

Teaching: Good

The quality of teaching is effective across the school. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oracy skills. Teachers have good subject knowledge, and in most lessons, they explain new concepts clearly. They use a range of methods skilfully to ensure that there is a sequence of learning activities that gain most pupils' enthusiasm and maintain their interest. They question probingly in order to extend most pupils' understanding. However, at times, learning activities are not adapted in order to ensure that pupils of all abilities, especially those of higher abilities, make full progress.

All teachers provide valuable oral feedback for pupils. They mark their work regularly and comments provide appropriate guidance on what they need to do to improve. They set clear targets in order to meet pupils' learning needs. Most teachers use a range of appropriate assessment for learning strategies, but opportunities for pupils to reflect on their own work and that of their peers are inconsistent.

The school has thorough procedures for assessment and tracking pupils' progress. Procedures for levelling and moderating pupils' work over time ensure that teachers' assessments are robust. Parents receive beneficial information about their children's achievements and development.

Care, support and guidance: Good

The school is a safe and caring community, which promotes pupils' wellbeing effectively. The school makes appropriate arrangements to promote eating and drinking healthily. The school's procedures and policies ensure that provision for spiritual, moral, social and cultural development is good. Collective worship sessions create a Christian and moral atmosphere and provide an opportunity to create a reflective ethos.

The school co-operates well with external agencies. Effective support is targeted for specific groups of pupils and intervention programmes are organised well to meet these pupils' needs.

The school's procedures for supporting pupils who have additional learning needs are effective. The school identifies pupils' needs at an early stage through observations and joint discussions with parents, teachers and classroom assistants. Individual education plans for these pupils include clear targets, and there are appropriate arrangements for discussing progress with parents. Through regular assessments, the school follows pupils' progress carefully and ensures that they achieve in line with their targets.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

The school has a family atmosphere and a homely feel. It is a happy and welcoming community and there is a friendly atmosphere among staff and pupils. The inclusive ethos ensures that all pupils have an equal right to all the school's provision. The co-operation, care and tolerance between adults and children and between children and each other are successful, and fair attention is paid to every individual's contribution and viewpoint.

The building and site are adequate in terms of their size and are well maintained. Staff make regular use of all parts of the building and of the outdoor resources to meet the needs of the Foundation Phase. Staff have created an attractive, colourful learning environment, and there are displays that celebrate pupils' work in all parts of the school. There is an extensive supply of purposeful learning resources, which are in good condition.

The spacious outdoor areas provide an interesting and varied environment. They include facilities for sport and also a school garden. These activities encourage pupils' understanding of eating and drinking healthily successfully.

Key Question 3: How good are leadership and management?	Good
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Leadership: Adequate

The headteacher has a clear vision, based on ensuring pupils' high standards and wellbeing, and including all stakeholders in the school's processes. He uses data effectively to monitor and challenge pupils' performance. Recently, he has begun to develop a strategic and curricular role for the new senior management team. However, it is too early to see the effect of this on pupils' standards of work and the school's procedures

Staff are aware of their roles and responsibilities and have begun to meet regularly to discuss jointly. However, there is not a clear enough focus on improving standards and the quality of provision. All staff create a homely and inclusive ethos for pupils and co-operate well together. Appropriate performance management arrangements contribute to improvements in learning and teaching and provide opportunities to promote staff's professional development.

The governing body supports the school conscientiously and governors have a detailed understanding of pupils' performance. They have a clear strategic role in the self-evaluation procedures and in setting priorities for improvement. Recently, the governors have monitored the priorities in the development plan. As a result, they have an increasing knowledge of the school's strengths and areas to be developed, which enables them to challenge the school effectively in areas that need to be improved.

The school is making good progress in introducing initiatives that meet local and national priorities such as developing strategies for literacy and numeracy, wellbeing and the Language Charter. These are having a positive effect on pupils' standards.

Improving quality: Good

The headteacher has developed robust self-evaluation procedures, which use a wide range of direct evidence. They analyse performance data, observe lessons, scrutinise books and seek the views of staff, parents and governors regularly. The pupil's voice is important at the school and pupils have the opportunity to express an opinion through relevant questionnaires. The information is used effectively to identify the school's strengths and areas that need to be improved. The current self-evaluation report is a comprehensive document and provides an accurate picture of the school. However, it is descriptive in parts and is not concise enough in order to highlight clearly the aspects that need to be improved.

Following the self-evaluation process, the school sets key priorities and focus areas for developing the school. The school's development plan is thorough and identifies relevant and specific targets, and includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, financial requirements and methods for monitoring progress.

The actions are already beginning to have a positive effect on improving the standards of reading and numeracy of underachieving pupils.

Partnership working: Good

The school has successful strategic partnerships that lead to improving pupils' standards and wellbeing.

The school has a strong relationship with parents. Staff inform parents well about curricular matters, in particular the current methods of maintaining standards of reading in the Foundation Phase. This enables them to support their child's learning effectively. They also contribute extensively to purchasing resources and equipment for the school and supporting visits such as to the Urdd Eisteddfod.

A strong partnership exists with the local community. Community projects, such as the 'Newry Seaside' project, as well as opportunities to visit local attractions such as the Maritime Museum enrich learning experiences effectively. There are valuable opportunities to visit old people's homes and hold various services in the chapels. These experiences promote pupils' sense of the importance of community and their pride in their local area.

The school co-operates closely with the nursery group which is located on the site, in order to ensure that children settle quickly in the reception class. The school has a strong partnership with the local secondary school. Successful transition arrangements and purposeful visits by members of staff from the secondary school ensure a smooth transition for pupils at the end of their career in this school. The school co-operates successfully with primary and secondary schools in the catchment area, for example to standardise and moderate science jointly in order to ensure the validity of levels at the end of key stage 2. The school fosters a beneficial partnership with local authority services.

Resource management: Good

The school manages its resources effectively. It is staffed appropriately and good use is made of the expertise of individuals to enrich teaching and learning. Assistants provide robust support for teachers and they make a valuable contribution to pupils' standards of attainment and wellbeing.

Teachers make purposeful use of their planning, preparation and assessment time and arrangements for this are managed well. As a result of the performance management process, training is planned carefully in relation to the school's priorities and the needs of individuals.

The school is developing as an effective learning community. Successful co-operation to develop strategies within the cluster of schools, such as numeracy tasks and raising standards of literacy, is developing staff's skills and expertise effectively.

The headteacher and governors monitor and manage expenditure carefully. Expenditure links well to the school's objectives, targets and priorities. The school makes good use of the Pupil Deprivation Grant to improve further the provision for developing the literacy and numeracy skills of pupils who are eligible for free school meals.

The school provides good value for money, in terms of pupils' outcomes, the quality of provision and learning experiences.

Appendix 1: Commentary on performance data

6602177 - Ysgol Gymraeg Morswyn

Number of pupils on roll 150
 Pupils eligible for free school meals (FSM) - 3 year average 24.6
 FSM band 4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	20	18	18
Achieving the Foundation Phase indicator (FPI) (%)	70.0	83.3	83.3
Benchmark quartile	4	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	20	18	18
Achieving outcome 5+ (%)	90.0	83.3	88.9
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	45.0	38.9	44.4
Benchmark quartile	1	1	1
Mathematical development (MDT)			
Number of pupils in cohort	20	18	18
Achieving outcome 5+ (%)	85.0	88.9	88.9
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	50.0	33.3	33.3
Benchmark quartile	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	20	18	18
Achieving outcome 5+ (%)	85.0	94.4	100.0
Benchmark quartile	4	3	1
Achieving outcome 6+ (%)	70.0	55.6	55.6
Benchmark quartile	1	1	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6602177 - Ysgol Gymraeg Morswyn

Number of pupils on roll	150
Pupils eligible for free school meals (FSM) - 3 year average	24.6
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	15	19	17	16
Achieving the core subject indicator (CSI) (%)	86.7	89.5	94.1	93.8
Benchmark quartile	2	2	1	1
English				
Number of pupils in cohort	15	19	17	16
Achieving level 4+ (%)	86.7	89.5	94.1	93.8
Benchmark quartile	2	2	1	1
Achieving level 5+ (%)	46.7	26.3	41.2	43.8
Benchmark quartile	1	3	1	1
Welsh first language				
Number of pupils in cohort	15	19	17	16
Achieving level 4+ (%)	93.3	94.7	94.1	93.8
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	40.0	26.3	47.1	43.8
Benchmark quartile	1	2	1	1
Mathematics				
Number of pupils in cohort	15	19	17	16
Achieving level 4+ (%)	86.7	89.5	94.1	93.8
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	33.3	26.3	47.1	43.8
Benchmark quartile	2	3	1	1
Science				
Number of pupils in cohort	15	19	17	16
Achieving level 4+ (%)	86.7	100.0	94.1	93.8
Benchmark quartile	3	1	2	1
Achieving level 5+ (%)	26.7	26.3	47.1	43.8
Benchmark quartile	2	3	1	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	66	66 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	66	59 89%	7 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwllo.
		92%	8%	
I know who to talk to if I am worried or upset.	66	63 95%	3 5%	Rwy'n gwybod pwyl i siarad ag ef/â hi os ydw l'n poeni neu'n gofadio.
		97%	3%	
The school teaches me how to keep healthy	66	66 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	66	64 97%	2 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	66	57 86%	9 14%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	66	65 98%	1 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	66	64 97%	2 3%	Rwy'n gwybod beth l'w wneud a gyda phwyl i siarad os ydw l'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	66	61 92%	5 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	66	65 98%	1 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	66	58 88%	8 12%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	66	58 88%	8 12%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Angthynto	Strongly disagree Angthynto'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	32	27 84%	5 16%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63% 33%	3% 1%				
My child likes this school.	32	29 91%	3 9%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73% 25%	1% 0%				
My child was helped to settle in well when he or she started at the school.	32	28 88%	4 12%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreudd yn yr ysgol.
		72% 25%	1% 0%				
My child is making good progress at school.	32	27 84%	5 16%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61% 34%	3% 1%				
Pupils behave well in school.	32	22 69%	10 31%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46% 45%	4% 1%				
Teaching is good.	32	24 75%	8 25%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60% 35%	2% 0%				
Staff expect my child to work hard and do his or her best.	32	27 84%	5 16%	0 0%	0 0%	0	Mae'r staff yn disgwl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63% 33%	1% 0%				
The homework that is given builds well on what my child learns in school.	32	22 69%	9 28%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47% 40%	6% 1%				
Staff treat all children fairly and with respect.	32	25 78%	7 22%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58% 33%	4% 1%				
My child is encouraged to be healthy and to take regular exercise.	32	27 84%	5 16%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59% 36%	2% 0%				
My child is safe at school.	32	28 88%	4 12%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66% 31%	1% 0%				
My child receives appropriate additional support in relation to any particular individual needs'.	29	20 69%	8 28%	1 3%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50% 34%	4% 1%				
I am kept well informed about my child's progress.	31	23 74%	7 23%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49% 40%	8% 2%				

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	32	29 91%	2 6%	1 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	32	26 81%	6 19%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	32	25 78%	7 22%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	30	19 63%	7 23%	2 7%	0 0%	2	Mae fy mhlentyn wedi'i barato'i'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	32	23 72%	9 28%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymwelliadau.
		54%	38%	5%	1%		
The school is well run.	31	28 90%	3 10%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Edward Goronwy Morris	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr Jeremy George Turner	Lay Inspector
Mrs Bethan Bleddyne	Peer Inspector
Mr Medwyn Roberts (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.

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**Cyfarfod Cymdeithas CYSAgau Cymru,
Swyddfeydd y Cyngor Bodlondeb
Dydd Gwener, 28 Mehefin 2019
10.30a.m. – 3.00p.m.**

Yn bresennol

Ynys Môn Rheinallt Thomas (RT) Dylan Rees (DR)	Sir y Fflint Gwynedd Paul Rowlinson (PR)	Abertawe Torfaen Paula Webber (PW)
Blaenau Gwent Paula Webber (PW)	Merthyr Tudful Maggie Turford (MT) Ernie Galsworthy (EG) Mark Prewet (MP)	Bro Morgannwg Maggie Turford (MT)
Pen-y-bont ar Ogwr Edward J. Evans (EE) Maggie Turford (MT)	Sir Fynwy Paula Webber (PW) Louise Brown (LB)	Wrecsam Libby Jones (LJ) Vaughan Salisbury (VS)
Caerffili Paula Webber (PW)	Castell-nedd Port Talbot Rachel Samuel (RS)	Sylwedyddion Rudolf Elliot Lockhart, REC Gwyneth M Hughes, CSYM
Caerdydd Maggie Turford (MT)	Casnewydd Paula Webber (PW) Huw Stephens (HS)	Cyflwynwyr Sally Holland, Comisiynydd Plant Cymru
Sir Gaerfyrddin	Sir Benfro	Cofnodion Gill Vaisey (GV)
Ceredigion Lyndon Lloyd (LL)	Powys John Mitson (JM) Sian Fielding (SF)	
Conwy Huw Roberts (HR) Nicholas Richter (NR) Dafydd Ipain (DI) Abdul Khan (AK) Karl Lawson (KL) Iona Evans (IE) Cyng. Owen	Rhondda Cynon Taf Maggie Turford (MT)	
Sir Ddinbych Alison Ballantyne (AB)		

Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Cyn y cyfarfod, bu'r aelodau'n mwynhau cyflwyniadau gan ddisgyblion a staff Ysgol Glan Gele. Rhoddodd y Pennaeth, Julia Buckley Jones, gyflwyniad ar y cwricwlwm newydd. Rhannodd y disgyblion eu profiadau o Addysg Grefyddol ac Addoli ar y Cyd yn eu hysgol. Fe ddywedon nhw fod yr ysgol yn eiddgar i roi cynnig ar y cwricwlwm newydd i Gymru. Yna canodd y disgyblion ddwy gân.

Croesawyd pawb i Swyddfeydd y Cyngor ym Modlondeb gan Dafydd Owen, y Cyfarwyddwr Addysg Dros Dro.

Croesawyd pawb i Gonwy gan Is Gadeirydd CYSAG Conwy, Abdul Khan a chyfeiriodd ef at y gymysgedd o gobl sy'n rhan o'u CYSAG. Pwysleisiodd pa mor bwysig yw bod pawb yn parchu safbwytiau a chredoau ei gilydd. Mynegodd ei bryderon am y diffyg swyddogion addysg sy'n arbenigo mewn AG. Mynegodd ei ddiolch i Phil Lord a arferai roi cefnogaeth i GYSAG Conwy ond a symudwyd o'r swydd hon.

2. Adfyfyrio tawel

Soniodd EE am grŵp o ddarpar athrawon y bu'n eu hannerch yn ddiweddar. Cyfeiriodd at y dywediad 'dysgu yw cyffwrdd â bywyd am byth'.

Myfyriodd am ddywediadau eraill hefyd, megis 'anelwch am y lleuad a hyd yn oed os ydych yn methu, fe gyrhaeddwch chi'r sêr'; a 'mae'r athro cyffredin yn dweud, mae'r athro da yn esbonio, mae'r athrawon gorau yn dangos, ac mae'r athro mawr yn ysbrydoli'.

Gwahoddodd yr aelodau i ystyried nad ydym byth yn gwybod pa effaith mae ein geiriau a'n gweithredoedd yn eu cael ar eraill, ac y dylem gofio hyn bob amser.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan

Kathy Riddick (Blaenau Gwent), Alison Lewis (Abertawe), Mathew Maidment (RCT), Jennifer Harding-Richards (Abertawe), Andrew Jones (Sir Fynwy), Michelle Gosney (Estyn) Tania ap Sion (Wrecsam), Huw George (Sir Benfro),

4. Cyflwyniad PYCAG: Sally Holland, Comisiynydd Plant Cymru

'Y Ffordd Gywir: Addysg yng Nghymru o Safbwyt Hawliau Plant.'

Pwysleisiodd Sally'r ffaith ei bod hi'n annibynnol ac nad yw'n gweithio i un sefydliad arbennig.

Atgoffodd yr aelodau fod gan blant bedwar deg dau o hawliau 'waeth beth'. Mae gan blant yr hawl i addysg sy'n caniatáu iddynt gyrraedd eu potensial. Pan maent yn cael dewis o 'gardiau hawliau', mae plant yn aml yn dewis y cerdyn 'yr hawl i gael fy nghrefydd fy hun'.

Ymateb ei swyddfa i'r ymgynghoriad ar y cwricwlwm newydd oedd eu bod yn teimlo y dylai fod mwy o bwyslais ar gydraddoldeb profiadau ar draws Cymru ac y dylai pob plentyn gael cyfle i ddysgu am bobl cred ledled Cymru ac nid y rhai yn eu hardal yn unig. Cyfeiriodd Sally at ddeunydd yr oeddent wedi'i gynhyrchu am Islamophobia a'r adborth gan rai ysgolion a ddywedodd na fyddent yn defnyddio'r adnoddau hyn gan nad oedd ganddynt unrhyw Fwslimiad yn eu hysgol!

Roedd hi'n cytuno â rhoi hawl i dynnu'n ôl o AG yn y chweched dosbarth ond yn teimlo y dylai disgylion gael y dewis i dderbyn AG os ydynt yn dymuno hynny.

Roedd hi'n cefnogi cael gwared ar yr hawl i rieni dynnu eu plant yn ôl o AG gan ei bod yn teimlo ei fod yn rhan o hawl plentyn i addysg lawn sy'n cynnwys AG ac addysg am berthnasoedd a rhyw.

Mae angen i bob plentyn ddysgu am eu hawliau dynol a gwybod fod hawl ganddynt i'w cael nhw gan wybod hefyd y dylent gefnogi hawliau pobl eraill. Dylent ddod yn ddinasyyddion sy'n gweithredu dros hawliau dynol.

Mae pum egwyddor graidd i gefnogi gweithredu'r pedwar deg dau hawl:

1. Gwreiddio'r CCUHP ym mhopath y mae ysgolion yn ei wneud – gan sicrhau fod y 42 hawl yn cael eu hadlewyrchu drwy fywyd yr ysgol
2. Cydraddoldb a pheidio â gwahaniaethu - edrych ar beth mae'r plant yn ei ddweud am eu profiadau o deimlo'u bod yn cael eu cynnwys
3. Gymuso plant - mae'n rhaid i blant wybod am eu hawliau er mwyn gallu eu harfer. (Mae clip defnyddiol ar wefan Sally o ysgol yn Abertawe a oedd wedi edrych yn arbennig ar hawl 19 - yr hawl i fod yn ddiogel. Siaradodd y plant â'r athrawon am rai gweithgareddau y tu allan i'r ysgol yr oeddent yn eu mynychu lle nad oedd y plant yn teimlo'n ddiogel. Aethant â'r pryder hwn at y Pennaeth, a wrandawodd a gweithredodd lle nad oedd y rhieni wedi gwneud.)
4. Cyfranogiad – diwylliant o gyfranogi – myfyrwyr sy'n teimlo fod ganddynt berchnogaeth dros werthoedd, moeseg, cyfeiriad eu hysgol ochr yn ochr â rhieni ac athrawon. Mae'n werth ystyried pa mor effeithiol yw cynghorau ysgol mewn ysgolion.
5. Atebolrwydd – mae Sally wedi bod yn gofyn i Lywodraeth Cymru ers pedair blynedd i gynnwys plant yn y broses ymgynghori ar y cwricwlwm ac roedd hi'n falch o ddweud fod hyn newydd ddigwydd o'r diwedd yr wythnos honno – er ei bod yn hwyr iawn yn y broses.

Mae swyddfa Sally yn gofyn i hawliau plant fod yn amlwg o fewn y cwricwlwm newydd. Mae'n teimlo fod hyn yn amlwg iawn yn barod ym Maes Dysgu a Phrofiad y Dyniaethau ac i raddau hefyd ym MDaPh lechyd a Lles.

Byddai hi'n dymuno gwneud AG ac Addysg Rhyw a Pherthnasoedd yn orfodol gan fod yr addysg yma yn rhan o hawliau plant.

Mynegodd aelod o Ynys Môn bryder am y diffyg safon addysg i'r rheiny sy'n cael eu haddysgu gartref gan nad yw hyn yn ei le ar hyn o bryd.

Roedd Sally'n cydnabod fod cynnydd gwirioneddol yn nifer y disgylion sy'n cael ysgol gartref ac yn cydnabod fod amryw o resymau dros hyn. Mae'r Llywodraeth wedi derbyn ei 'thri phrawf' - gwybod ymhle mae pob plentyn, fod pob hawl yn cael eu derbyn yn cynnwys

addysg addas, fod pob plentyn yn cael eu gweld ac yn cael ymweliad gan swyddogion fel bod cyfle i'w lleisiau gael eu clywed. Mae'r Llywodraeth yn cynnig cronda data o blant yn hytrach na chofrestr. Nid oes awydd yn y DU i ragnodi cwricwlwm ar gyfer ysgol gartref (fel sy'n digwydd yn Jersey). Disgwylir ymgynghoriad ar ganllawiau llywodraeth statudol yn fuan.

Nid yw Sally'n cytuno â gosod y geiriau 'hawliau a chyfrifoldebau' gyda'i gilydd yn awtomatig gan fod gan blant hawliau 'waeth beth'. Mae pobl yn dal i feddu ar eu hawliau dynol waeth beth y maent wedi'i wneud. (Ar hyn o bryd mae un ar hugain o blant mewn carchar yng Nghymru ac maent i gyd yn cadw eu hawliau o dan y CCUHP, er eu bod wedi cyflawni troseddau difrifol).

Mae cwmni o'r enw Dynamix wrthi'n cynnal grwpiau ffocws ac mae'r llywodraeth wedi creu arolwg ar-lein ar y cwricwlwm. Mae hwn ar gael i'r holl blant a phobl ifanc er bod tri mis wedi mynd ers dechrau'r ymgynghoriad presennol.

Mewn ateb i gwestiwn am y cymal presennol ynghylch yr hawl i dynnu'n ôl o AG, cynigiodd Sally anfon gwybodaeth bellach (darn o'i hymateb i ymgynghoriad y llywodraeth).

Diolchodd EE a'r aelodau i gyd i Sally am ei chyflwyniad diddorol iawn oedd o gymorth mawr.

5. Diweddariadau ar y Cwricwlwm i Gymru

Adroddodd PW fod PYCAG a CCYSAGauC wedi bod yn gweithio y diwrnod cynt ar ymateb i'r ymgynghoriad. Mae angen mwy o waith ar hwn cyn y bydd yn derfynol. Y dyddiad cau yw 19 Gorffennaf. Bydd yr ymateb drafft yn cael ei anfon i aelodau Pwyllgor Gwaith CCYSAGauC ac aelodau PYCAG i ddechrau cyn terfynu'r ymateb ar y cyd.

Cynhaliwyd cyfarfodydd CYSAGau rhanbarthol hefyd i ystyried yr ymgynghoriad.

Mae Vaughan Salisbury wedi ymateb ar ran y Cyngor Eglwysi Rhyddion ac mae hwn ar gael i'w weld ar wefan yr Eglwysi. Mae Vaughan wedi rhannu dogfennau gyda Libby Jones i CCYSAGauC.

Pwysleisiodd PW bwysigrwydd ymateb a dywedodd ei fod yn agored i bob sefydliad, ac i unigolion.

6. Diweddariad ar Fframwaith Cefnogi AG

Atgoffodd LJ yr aelodau yr ymgynghorwyd â ChYSAGau ynghylch a ddylid cynhyrchu Fframwaith Cefnogi. Adroddodd fod y broses o ysgrifennu'r Fframwaith Cefnogi wedi dechrau ym mis Chwefror gydag amrywiaeth o arbenigwyr proffesiynol o bob cwr o Gymru. Mae'r ddogfen yn dechrau siapio erbyn hyn er bod dal angen mwy o waith. Pwysleisiodd y medrau sydd eu hangen i gynhyrchu'r fframwaith hwn gan fod angen ystyried y pwyslais ar ddatganoli yn y cwricwlwm newydd. Mae peidio â bod yn benodol yn her ond mae athrawon yn ddiolchgar am y canllawiau a roddir gan arbenigwyr AG. Bydd y Fframwaith Cefnogi drafft yn cael ei rannu gyda ChYSAGau drwy gyfarfodydd a drefnir gan Lywodraeth Cymru cyn bo hir.

Y gobaith yw y bydd CYSAGau yn mabwysiadu'r Fframwaith Cefnogi fel eu Maes Llafur Cytûn. Bydd yn cynnwys cyfeiriadau at y newidiadau mewn deddfwriaeth sydd yn cynnwys cyflwyno

AG i ddisgyblion o 3 blwydd oed. Y nod yw cynnig cyngor a gwybodaeth a allai fod ar hyn o bryd yng Nghylchlythyr Cymru 10/94 ac sydd dal yn briodol.

Diolchodd EE i PW a LJ am y gwaith enfawr y maent yn ei wneud ar ran CCYSAGauC a Chymru.

Mewn ymateb i gwestiwn, cadarnhawyd fod cynrychiolaeth o HCA ar weithgor y fframwaith yn ffurf Rachel Bendall sydd ar y panel ymgynghorol o arbenigwyr.

Codwyd cwestiwn am le hanes crefydd yng Nghymru a hanes diwylliannol Cymru ac a yw hyn yn cael ei gynnwys yn y cwricwlwm. Dywedodd Rachel Samuel fod cyfle i ysgolion ddewis yr hyn maent yn ei gynnwys yn eu haddysgu; fod bynnag dylai hyn gynnwys hanes lleol.

Pwysleisiodd PW, foddy bynnag, nad yw'r cwricwlwm yn 'unrhyw beth i unrhyw un' ac y bydd yn cyfeirio athrawon i fynd i'r afael â chysyniadau allweddol dwfn penodol, defnyddio sgiliau penodol ac ennill gwybodaeth gyfoethog drwy brofiadau.

Tynnodd LJ sylw at y ffaith fod MDaPh lechyd a Lles hefyd yn mynd i'r afael â phrofiadau dysgu cyfoethog ochr yn ochr â'r Meysydd eraill. Yn sail i'r Meysydd Dysgu a Phrofiad i gyd mae'r Pedwar Diben, sy'n anelu at baratoi disgylion at fyd gwaith.

7. Cefnogaeth AG broffesiynol i GYSAGau

Gwahoddwyd CCYSAGauC i ysgrifennu papur i argymhell i'r Gweinidog fod pedwar cynghorydd – un i bob rhanbarth – yn cael eu cyflogi i wasanaethau CYSAG pob consortiwm.

Awgrymodd VS hefyd na ddylem o reidrwydd gyfyngu'n cais i LILC i bedwar cynghorydd yn unig.

Adroddodd RT fod yr angen i bob consortiwmm gyflogi cynghorydd AG arbenigol wedi cael ei godi mewn cyfarfod diweddar o'r Fforwm Cymunedau Ffydd hefyd.

Cyflogwyd cynghorydd herio i gefnogi'r CYSAG ond nid yw hyn yn gweithio gan nad oes ganddi amser i fynychu cyfarfodydd PYCAG.

Nododd rhai aelodau yr angen am athrawon a chynghorwyr AG dwyieithog. Soniodd LJ am y broblem fod diffyg athrawon dwyieithog yn gyffredinol a bod goblygiadau gan hyn i AG. Mae hyn yn broblem ymhob pwnc.

Holodd LJ ymhle y gallem ddod o hyd i arbenigwr mewn AG sydd hefyd yn ddwyieithog ac yn meddu ar y sgiliau i weithredu fel cynghorydd a gyflogir gan y Consortia. Cydnabuwyd hefyd mai dim ond un rhan o'r ateb yw dyrannu cyllid i gyflogi pedwar cynghorydd; mae angen hefyd rhoi cefnogaeth i hyfforddi arbenigwyr AG i ddod yn gynghorwyr i GYSAGau.

Cyfeiriodd HS at yr angen i reciwtio cynghorydd ar gyfer goruchwyliau fod maes llafur cytûn yn cael ei fabwysiadu. Cytunodd LJ y bydd angen cynghorydd arbenigol i gefnogi Cynhadledd Maes Llafur Cytûn wrth ystyried p'un ai i fabwysiadu neu addasu'r Fframwaith Cefnogi yn 2021. Unwaith y mae'r Maes Llafur Cytûn yn ei le, bydd dal angen cefnogi athrawon i'w weithredu.

8. Dysgu Proffesiynol i AG

Rhannodd PW ganlyniadau'r cyfarfod â chynrychiolydd Llywodraeth Cymru - Kevin Palmer. O ganlyniad i'r cyfarfod a gynhaliwyd ar 18 Mehefin, cytunwyd ar gyllid ar gyfer pecyn dysgu proffesiynol, sef cyfres o adnoddau yn benodol i AG, ynghyd â hyfforddiant i bawb oedd yn cymryd rhan mewn dysgu AG a hyfforddi myfyrwyr HCA. Adnabuwyd hefyd yr angen am hyfforddiant ar gyfer lleoliadau nas cynhelir.

9. Diweddfiadau:

Adroddodd LJ ar gyfarfod PYCAG y diwrnod cynt a'i phryder am y nifer isel a oedd yn bresennol yn y cyfarfod - roedd chwe aelod yn y bore a dim ond tri yn y prynhawn. Nid yw hyn yn bresenoldeb digonol pan mae cymaint o faterion pwysig sydd angen sylw. Bydd Maggie Turford yn gadael ei swydd gyflogedig gan y CSC gan nad yw hi'n dymuno parhau wedi i'w chytundeb ddod i ben ar 31 Awst. Bydd hyn yn effeithio ar bum CYSAG.

Cyfeiriodd LJ at y cyfarfodydd cydweithredol sydd i fod i gefnogi ymgynghori ar y cwricwlwm.

Bydd PW a LJ yn cwrdd â'r Gymdeithas Cyfarwyddwyr Addysg yng Nghymru i ddweud wrthynt am y Fframwaith Cefnogi i AG. Gobeithir y bydd hyn yn help i'r fframwaith gael ei fabwysiadu ym mhob Awdurdod Lleol yng Nghymru.

Mae PYCAG yn dymuno gwahanu Addoli ar y Cyd ac Addysg Grefyddol o Gylchlythyr 10/94 i ddwy ddogfen ar wahân. Gallai'r adrannau sy'n berthnasol i AG wedyn fynd i'r Fframwaith Cefnogi.

Cynigiwyd cael hyfforddiant i gefnogi cynghorwyr newydd i GYSAGau ayb. Bydd angen cynnig hyn i CCYSAGauC yn ffurfiol a chael cytundeb mewn cyfarfod yn y dyfodol.

Gellid gwerthuso cyfansoddiadau'r 22 CYSAG gyda golwg ar ystyried a ellir cael cyfansoddiad yr un fath i GYSAGau ar draws Cymru.

Soniodd aelodau PYCAG hefyd am y posibilrwydd o ysgrifennu 'Briff her i AG' a allai fod yn rhan o Fagloriaeth Cymru os yw AG Ôl-16 yn cael ei dynnu fel gofyniad cyfreithiol.

Bydd LIC yn ymgynghori ar Addoli ar y Cyd ar wahân yn 2020.

Bydd y Fframwaith Cefnogi AG drafft yn cael ei gyhoeddi ar gyfer ymgynghoriad ym mis Ionawr 2020.

10. Adroddiad o'r Pwyllgor Gwaith a gynhaliwyd ar 14 Mai 2019

Ni chofnodwyd

11. Y CYSAG Effeithiol

Ni chofnodwyd

12. Cofnodion y cyfarfod a gynhaliwyd yng Nghaerdydd ar 26 Mawrth 2019

Ni chofnodwyd

13. Materion yn codi

Ni chofnodwyd

14. Gohebiaeth

Ni chofnodwyd

15. Dangos a dweud

Ni chofnodwyd

16. Unrhyw fater arall

Ni chofnodwyd

17. Dyddiad y cyfarfod nesaf:

Hydref 2019 – Ceredigion I’w gadarnhau

Gwanwyn 2020 – Merthyr Tudful

Diolchodd EE i bawb a gymerodd ran yn y cyfarfod ac yn arbennig i:

Y Pennaeth, Julia Buckley Jones, disgyblion a staff Ysgol Fabanod Glan Gele; Dafydd Owens, Cyfarwyddwr Addysg Dros Dro; Abdul Khan, Is Gadeirydd CYSAG Conwy a Yona Evans Awdurdod Lleol Conwy.

**Wales Association of SACREs meeting, at
Bodlondeb Council Offices**

Friday, 28th June 2019

10.30a.m. – 3.00p.m.

Attendance

Ynys Môn / Anglesey Rheinallt Thomas (RT) Dylan Rees (DR)	Sir y Fflint / Flintshire Gwynedd Paul Rowlinson (PR)	Abertawe / Swansea Torfaen Paula Webber (PW)
Blaenau Gwent Paula Webber (PW)	Merthyr Tudful / Merthyr Tydfil Maggie Turford (MT) Ernie Galsworthy (EG) Mark Prewet (MP)	Bro Morgannwg / Vale of Glamorgan Maggie Turford (MT)
Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Maggie Turford (MT)	 Sir Fynwy / Monmouthshire Sir Paula Webber (PW) Louise Brown (LB)	Wrecsam / Wrexham Libby Jones (LJ) Vaughan Salisbury (VS)
Caerffili/ Caerphilly Paula Webber (PW)	 Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS)	Sylwedyddion / Observers Rudolf Elliot Lockhart, REC Gwyneth M Hughes, CSYM
Caerdydd / Cardiff Maggie Turford (MT)	 Casnewydd / Newport Paula Webber (PW) Huw Stephens (HS)	Cyflwynwyr/ Presenters Sally Holland, Children's Commissioner for Wales
Sir Gaerfyrddin / Carmarthenshire	 Sir Benfro / Pembrokeshire	Minutes Gill Vaisey (GV)
Ceredigion Lyndon Lloyd (LL)	 Powys John Mitson (JM) Sian Fielding (SF)	
Conwy Huw Roberts (HR) Nicholas Richter (NR) Dafydd Ipain (DI) Abdul Khan (AK) Karl Lawson (KL) Iona Evans (IE) Cllr Owen	 Rhondda Cynon Taf Maggie Turford (MT)	
Sir Ddinbych / Denbighshire Alison Ballantyne (AB)		

Minutes of the meeting

1. Introduction and welcome

Prior to the meeting members enjoyed presentations from pupils and staff from Ysgol Glan Gele Infant School. Headteacher, Julia Buckley Jones gave a presentation on the new curriculum. Pupils shared their experiences of RE and Collective Worship in their school. They talked about the school being excited about trying out the new curriculum for Wales. Pupils then performed two songs.

Dafydd Owens, Acting Director of Education, welcomed everyone to Bodlondeb Council Offices.

Vice Chair of Conwy SACRE, Abdul Khan welcomed everyone to Conwy and referred to the mix of people that make up their SACRE. He stressed how important it is that everyone respects each other's different views and beliefs. He referred to his concerns about the lack of specialist religious education officers. He expressed his thanks to Phil Lord who used to support Conwy SACRE but was taken away from this post.

2. Quiet reflection

EE shared thoughts about a group of prospective headteachers he recently addressed. He referred to the saying 'to teach is to touch a life forever'.

He reflected on other sayings such as 'reach for the moon and even if you miss you will reach the stars'; and 'the mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, and the great teacher inspires'.

He invited members to consider that we never know what effect our words and actions can have on others and we should always be mindful of this.

3. Apologies

Apologies were received from

Kathy Riddick (Blaenau Gwent), Alison Lewis (Swansea), Mathew Maidment (RCT), Jennifer Harding-Richards (Swansea), Andrew Jones (Monmouthshire), Michelle Gosney (Estyn) Tania ap Sion (Wrexham), Huw George (Pembrokeshire),

4. NAPfRE presentation: Sally Holland, Children's Commissioner for Wales

'The Right Way: A Children's Rights Approach to Education in Wales.'

Sally stressed that she is independent and does not work for one particular organisation.

She reminded members that there are forty-two rights that children have 'no matter what'. Children have a right to an education that allows them to achieve their potential. When offered a selection of 'rights cards', children often pull out the card 'right to have my own religion'.

Her office's response to the consultation on the new curriculum was that it felt there should be more emphasis on parity of experience across Wales and that all children should have access to learning about all people of belief across Wales and not those just in their locality. Sally referred to material they had produced around Islamophobia and the feedback from some schools who said that they wouldn't use these resources as they didn't have any Muslims in their school!

She supported the withdrawal of compulsory RE in sixth form but felt that pupils should have the choice to receive RE if they wish.

She supported the removal of the right for parents to withdraw their child(ren) from RE as she feels it is part of a child's right to a full education including RE and relationships and sex education.

Every child needs to learn about their human rights and know they are entitled to them whilst also knowing that they should support the rights of others. They should become citizens who act for human rights.

There are five key principles to support the implementation of the forty-two rights:

1. Embedding the UNCRC in everything schools do – ensuring all the forty-two rights are reflected throughout school life
2. Equality and non-discrimination – look at what children say about their experiences of feeling included
3. Empowering children – children must know about their rights in order to be able to take them up. (There is a useful clip on Sally's website from a school in Swansea which had particularly explored article 19 – the right to be safe. The children talked with teachers about some out-of-school activities they were attending where the children did not feel safe. They took this concern to their Headteacher who listened and acted where their parents had not.)
4. Participation – culture of participation – students who feel they have ownership of their school values, ethics, direction alongside parents, teachers. It is worth considering how effective schools councils are in schools.
5. Accountability – Sally has been asking WG for the last four years to involve children in the curriculum consultation process and is pleased that this has finally occurred this week – although very late in the process.

Sally's office is asking for children's rights to be evident within the new curriculum. It feels this is already strongly evident in the Humanities AoLE and also to a certain extent in the Health and Wellbeing AoLE.

She would wish to make RE and Relationships and Sex education compulsory as this education is part of children's rights.

A Ynys Mon member raised concerns about the lack of a standard of education for those who are home schooled as this is not currently in place.

Sally recognised a real rise in the number of pupils receiving home schooling and recognises there are a variety of reasons for this. The Government has accepted her 'three tests' – to know where every child is, that all rights are being received including suitable education, that

all children should be seen and visited by officials so that they have an opportunity for their voices to be heard. The Government proposes a data base of children rather than a register. There is no appetite in the UK to prescribe a curriculum for home schooling (as there is in Jersey). A consultation on statutory government guidance is expected soon.

Sally does not agree with the automatic coupling of the words 'rights and responsibilities' because children have their rights 'no matter what'. People still have their human rights no matter what they have done. (There are currently twenty one children in Wales in prison and they all retain their rights under the UNCRC, even though they have committed serious crimes).

A company called Dynamix is carrying out focus groups and the government has created an online survey on the new curriculum available for all young people and children albeit three months into the current consultation.

In answer to a question regarding the current clause relating to the right of withdrawal from RE, Sally offered to send further information (extract from her consultation response to the government consultation).

EE and all members thanked Sally for her very interesting and helpful presentation.

5. Updates on the Curriculum for Wales

PW reported that yesterday NAPfRE and WASACRE jointly worked on a response to the consultation. This needs further work before finalising. The deadline is 19th July. The draft response will be sent to members of the WASACRE Executive and NAPfRE members first before finalising the joint response.

There have also been regional meetings of SACREs to consider the consultation.

Vaughan Salisbury has responded on behalf of the Free Church Council and this is available to view on the Churches website. Vaughan has shared documents with Libby Jones for WASACRE.

PW stressed the importance of responding and it is open to all organisations, and individuals.

6. Update on RE Supporting Framework

LJ reminded members that SACREs had been consulted on whether to produce a Supporting Framework. She reported that the process of writing the Supporting Framework started in February with a variety of professional experts from all over Wales. The document is now beginning to take shape although still needs more work. She emphasised the skill needed in producing this framework since the emphasis on subsidiarity for the new curriculum must be taken into account. Non specificity is a challenge but teachers are grateful for the guidance being given by the RE specialists. The draft Supporting Framework will be shared with SACREs through Welsh Government organised meetings before long.

The hope is that SACREs will adopt the Supporting Framework as their Agreed Syllabus. It will include references to the changes in legislation including the inclusion of RE for pupils

from 3 years old. The aim is to include advice and information that might currently be in the Welsh Circular 10/94 and still applicable.

EE thanked both PW and LJ for the enormous amount of work that they are carrying out on behalf of WASACRE and Wales.

In response to a question, it was confirmed that there is representation from ITT on the framework working group in the form of Rachel Bendall who is on the consultation panel of experts.

A question was raised about the place of the history of religion in Wales and Welsh cultural history and whether this is included in the curriculum. Rachel Samuel advised that there is opportunity for schools to choose what they include in their teaching; however this should include local history.

However, PW stressed that the curriculum is not a ‘free for all’ and will direct teachers to address specific deep key concepts, utilise specific skills and gain rich knowledge through experiences.

LJ highlighted the fact that the AoLE for Health and Wellbeing also addresses rich leaning experiences alongside the other AoLEs. All the AoLEs are underpinned by the Four Purposes which aim to prepare pupils for the world of work.

7. Professional RE support for SACREs

WASACRE has been invited to write a paper to recommend to the Minister that four advisers – one for each region – are employed to serve each consortia’s SACRES.

VS also suggested that we should not necessarily limit our ask of the WG to just four advisers.

RT reported that at a recent meeting of the Faith Community Forum, the need for each consortium to employ a specialist RE adviser was raised also.

Challenge adviser employed to support the SACRE but it is not working as she does not have time to attend NAPfRE meetings.

Some members noted the need for bilingual RE teachers and advisers. LJ highlighted the issue of a lack of bilingual teachers generally and this also has an implication for RE. This is an issue across all subjects.

LJ questioned where we might find a specialist in RE who is also bilingual and has the skills to act as an adviser employed by the Consortia. It was also acknowledged that being allocated funding to employ four advisers is just one part of the situation; there is also a need to provide support to train RE specialists to become advisers to SACREs.

HS referred to the need to recruit an adviser in relation to overseeing the adoption of an agreed syllabus. LJ agreed that a specialist adviser will be needed to support an Agreed Syllabus Conference in considering whether to adopt or adapt the Supporting Framework in 2021. Once the Agreed Syllabus is in place there will still be a need to support teachers in its implementation.

8. Professional Learning for RE

PW shared the outcomes of the meeting with Welsh Government representative – Kevin Palmer. As a result of the meeting held on 18th June there has been funding agreed for a professional learning package for a suite of resources specifically for RE, plus training for all those involved in teaching RE and training of ITT students. The need for training for non-maintained settings specifically was also recognised.

9. Up-dates:

LJ reported on the NAPfRE meeting from yesterday and her concern at the low number that attended yesterday's meeting – there were six members in the morning and only three in the afternoon. This is not adequate attendance when there are so many important issues that need to be dealt with. Maggie Turford will be leaving her role as employed by CSC as she does not wish to continue once her contract finishes on 31st August. This will affect five SACREs.

LJ referred to the collaborative meetings aimed to support consultation on the curriculum.

PW and LJ will be meeting with the Association of Directors of Education in Wales to inform them about the Supporting Framework for RE. It is hoped that this will support the adoption of the framework across all LAs in Wales.

NAPfRE wish to separate CW and RE guidance from Circular 10/94 into two separate documents. The relevant RE sections could then go into the Supporting Framework.

Training has been proposed to support new advisers to SACREs etc. This will have to be proposed to WASACRE formally and agreed at a future meeting.

Constitutions of the 22 SACREs could be evaluated with a view to consideration whether uniformity of SACRE constitutions across Wales could be achieved.

NAPfRE members also talked about the possibility of writing a 'Challenge brief for RE' which could be part of the Welsh Baccalaureate if Post 16 Re is removed as a legal requirement.

Collective Worship will receive a separate consultation by WG in 2020.

The draft Supporting Framework for RE will be published for consultation in January 2020.

10. Report from the executive Committee held on 14th May 2019

Not covered

11. The Effective SACRE

Not covered

12. Minutes of meeting held in Cardiff on 26th March 2019

Not covered

13. Matters arising

Not covered

14. Correspondence

Not covered

15. Show and tell

Not covered

16. Any other business

Not covered

17. Date for next meeting:

Autumn 2019 – Ceredigion TBA

Spring 2020 – Merthyr Tydfill

EE gave thanks to all involved in the meeting with special thanks to:

Headteacher, Julia Buckley Jones, pupils and staff from Ysgol Glan Gele Infant School; Dafydd Owens, Acting Director of Education; Abdul Khan, Vice Chair of Conwy SACRE and Yona Evans Conwy LA.

4. Cyflwyniad PYCAG yng Nghyfarfod CCYSAGauC 28 Mehefin 2019:

Sally Holland, Comisiynydd Plant Cymru

Atodiad: Barn y Comisiynydd Plant am hawl rhieni i dynnu eu plant yn ôl o Addysg Grefyddol (AG) ac Addysg Cydberthynas a Rhywoldeb (ACR):

Fel Comisiynydd Plant Cymru, fy swyddogaeth bennaf i yw diogelu hawliau a lles plant a phobl ifanc, ac felly rwy'n cefnogi'r cynnig i gael gwared ar hawl rheini i dynnu eu plant yn ôl o AG ac ACR. Isod ceir y darn perthnasol o'm hymateb ymgynghoriad i'r llywodraeth yn ei gyfanrwydd :

"Ni ddylid cadw hawl rheini i dynnu plentyn yn ôl o AG ac ACR. Mae cadw deddfwriaeth sy'n caniatáu i rieni dynnu person ifanc yn ôl o'r pynciau hyn yn gwrrhod eu hawliau eu hunain i blant a phobl ifanc, ac nid yw'n caniatáu i berson ifanc optio i mewn i addysg cydberthynas a rhywoldeb cyn oed cydsynio cyfreithiol.

Gan fod y cynigion a argymhellir yn datgan na fydd ACR ac AG yn elfen orfodol o'r cwricwlwm ar ôl 16 oed, golyga hyn na fydd rhai plant a phobl ifanc yn cael unrhyw addysg cydberthynas a rhywoldeb o gwbl, a gellid dweud yr un peth am AG.

Mae hyn yn anghydnaus â hawliau dynol plant o dan ddeddfwriaeth ddomestig Deddf Hawliau Dynol 1998 a'r Confensiwn Ewropeaidd ar Hawliau Dynol. Mae hefyd yn anghydnaus â'r ymrwymiad yng Nghymru i Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP) a sicrheir gan Fesur Hawliau Plant a Phobl Ifanc (Cymru) 2011.

Mae'r CCUHP yn darparu ar gyfer:

- *yr hawl i gael eu clywed, mynegi barn a chymryd rhan mewn penderfyniadau (Erthygl 12);*
- *yr hawl i ryddid mynegiant (Erthygl 13).*

Yn ogystal, mae gan blant yr hawliau canlynol o dan y CCUHP sy'n cefnogi darparu Addysg Cydberthynas a Rhywoldeb ac Addysg Grefyddol, sef:

- *yr hawl i beidio â chael eu gwahaniaethu (Erthygl 2)*
- *yr hawl i gyrchu gwybodaeth a fydd yn caniatáu i blant wneud penderfyniadau am iechyd (Erthygl 17)*
- *yr hawl i brofi'r iechyd gorau posibl, mynediad at gyfleusterau iechyd, gofal iechyd ataliol, ac addysg a gwasanaethau cynllunio teulu (Erthygl 24)*
- *yr hawl i addysg sy'n cynorthwyo pob plentyn i ddatblygu a chyrraedd eu llawn botensial a pharatoi plant i ddeall a dangos goddefgarwch at eraill (Erthygl 29)*
- *yr hawl i ddisgwyl i'r llywodraeth eu gwarchod rhag camdriniaeth a cham-fanteisio rhywiol (Erthygl 34).*

Mae'r hawliau cyfreithiol traddodadwy canlynol yn gymwys hefyd o dan y Ddeddf Hawliau Dynol a'r Confensiwn Ewropeaidd ar Hawliau Dynol:

- *yr hawl i ryddid meddwl, cydwybod a chrefydd (Erthygl 9).*
- *yr hawl i ryddid mynegiant (Erthygl 10)*
- *yr hawl i beidio â chael eu gwrthod rhag addysg (Erthygl 2, Protocol 1)*

Mae Erthygl 2 o Brotocol 1 yn cydnabod hawliau pwysig i rieni:

"Ni wadir hawl i addysg i unrhyw berson. Wrth ymarfer unrhyw swyddogaethau mae'n eu cymryd mewn cysylltiad ag addysg ac addysgu, bydd y Wladwriaeth yn parchu hawl rhieni i sicrhau bod y fath addysg ac addysgu'n cydymffurfio â'u credoau crefyddol ac athronyddol eu hunain."

Yng ngoleuni hyn mae'n bwysig nodi fod canllawiau Llys Hawliau Dynol Ewrop o amgylch Erthygl 2 o Brotocol 1 yn ei gwneud yn glir fod hawliau'r rhiant o dan y ddarpariaeth hon yn ategiad i'r hawl sylfaenol i addysg ac nid yw'n mynnu fod y Wladwriaeth yn cynnig eithriadau cyffredinol. Sefydlyd hyn drwy gyfraith achos oedd yn ymwneud â darparu ACR, er enghraifft Dojan ac eraill v. Yr Almaen 201121, a ddyfarnodd nad oedd gwrthodiad y Wladwriaeth i eithrio'r plant o ddosbarthiadau a gweithgareddau yr oedd eu rhieni'n ystyried yn anghydnaus â'u hargyhoeddiadau crefyddol, yn torri Erthygl 2 o Brotocol Rhif 1.

Oherwydd y dull cwricwlwm a bennir yn Dyfodol Llwyddiannus, lle mae profiadau dysgu integredig yn cynnwys datblygu gwybodaeth a sgiliau a hynny mewn perthynas â gwahanol feysydd cwricwlwm, bydd tynnu plant yn ôl o ACR ac AG yn gwadu iddynt hefyd fynediad at eu hawliau i addysg mewn meysydd cwricwlwm eraill. O fewn model sybsidiaredd o ddatblygu a chyflwyno'r cwricwlwm, bydd hi'n heriol iawn hefyd i ysgolion bennu pa elfennau o'u darpariaeth sy'n rhan o raglen astudiaeth y Cwricwlwm Cenedlaethol fel y'i pennwyd yn Nedd Addysg 1996; a pha elfennau nad ydynt.

Rwy'n pwysio ar Lywodraeth Cymru i fod yn gryf yn eu hymrwymiad i'r CCUHP a sicrhau nad yw'r ddeddfwriaeth hon yn gwrthod hawliau plant a phobl ifanc. Mae hyn yn bwysig iawn er mwyn diogelu lles holl bobl ifanc Cymru. Mae'r orfodaeth ddeddfwriaethol i hyn yn gryf iawn yn barod, ond caiff ei chryfhau ymhellach os cynhwysir sylw dyledus i'r CCUHP ar wyneb y Bil."

Fel y nodwch yn eich llythyr, mae cynnwys hawliau dynol plant a phobl ifanc yn y ddeddfwriaeth drwy ddyletswydd sylw dyledus yn ganolog i'm galwadau ynghylch y cwricwlwm. Eglurir hyn yn fanwl yn fy mhapur sefyllfa, yma:

<https://www.childcomwales.org.uk/our-work/policy-positions/curriculum-reform/>

4. NAPfRE presentation at WASACRE Meeting 28th June 2019:

Sally Holland, Children's Commissioner for Wales

Appendix: Children's commissioner's view on parental right to withdrawal from RE and Relationships and Sexuality Education:

As the Children's Commissioner for Wales my principal role is to safeguard the rights and welfare of children and young people, and as such I am in support of the proposal to remove the right of parents to withdraw their children from RE and RSE. Below is the relevant section of my consultation response to government in its entirety:

"The parental right to withdraw a child from RE and RSE should not be retained. Retaining legislation that allows parents to withdraw a young person from these subjects denies children and young people their own rights, and does not allow a young person to opt in to relationships and sexuality education before the legal age of consent.

As the proposals outlined state that RSE and RE will not be a compulsory element of the curriculum after aged 16, this means that some children and young people will receive no relationships and sexuality education at all, and the same could apply in relation to RE.

This is incompatible with the human rights of children under both the domestic legislation of the Human Rights Act 1998 and the European Convention on Human Rights (ECHR). It is also incompatible with the commitment in Wales to the UNCRC guaranteed by the Rights of Children and Young Persons (Wales) Measure 2011.

The UNCRC provides for:

- *the right to be heard, express opinions and be involved in decision-making (Article 12);*
- *the right to freedom of expression (Article 13).*

In addition, children have the following rights under the UNCRC that support the provision of Relationships and Sexuality Education and Religious Education specifically:

- *the right to non-discrimination (Article 2)*
- *the right to access information that will allow children to make decisions about health (Article 17)*
- *the right to experience the highest attainable health, access to health facilities, preventative health care, and family planning education and services (Article 24)*
- *the right to an education that supports all children to develop and reach their full potential and prepares children to be understanding and tolerant to others (Article 29)*
- *the right to government protection from sexual abuse and exploitation (Article 34).*

The following justiciable legal rights also apply under the Human Rights Act and the European Convention on Human Rights (ECHR):

- *the right to freedom of thought, conscience and religion (Article 9).*
- *the right to freedom of expression (Article 10)*
- *the right not to be denied education (Article 2, Protocol 1)*

Article 2 of Protocol 1 also recognises important parental rights:

"No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions."

*In light of this it is important to note that the European Court of Human Rights guidance around Article 2 of Protocol 1 makes clear that the rights of the parent under this provision is an adjunct to the fundamental right to education and does not require the State to offer blanket exemptions. This has been established through case law relating to the provision of RSE, for example *Dojan and Others v. Germany 201121*, which ruled that the refusal of the State to exempt the children from classes and activities that were regarded by their parents as incompatible with their religious convictions was not in breach of Article 2 of Protocol No. 1.*

Due to the curriculum approach specified in Successful Futures, in which integrated learning experiences include the development of knowledge, skills and related to different curriculum areas, withdrawing children and young people from RSE and RE will also deny them access to their entitlements to education in other curriculum areas. Within a subsidiarity model of curriculum development and delivery it will also be very challenging for schools to determine which elements of their provision are part of the National Curriculum programme of study as specified in the 1996 Education Act; and which elements are not.

I urge Welsh Government to be strong in their commitment to the UNCRC and ensure that this legislation does not deny the rights of children and young people. This is very important to safeguard the welfare of all young people in Wales. The legislative mandate for this is already very strong, but will be strengthened further if a due regard duty to the UNCRC is included on the face of the Bill."

As you point out in your letter, including the human rights of children and young people in the legislation through a due regard duty is central to my calls around the curriculum. This is explained in detail in my position paper, here: <https://www.childcomwales.org.uk/our-work/policy-positions/curriculum-reform/>