

## **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)**

Minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held in the Council Chamber, Nant Hall Road, Prestatyn on Thursday, 16th October, 2003 at 10.00 a.m.

### **PRESENT**

#### **Representing Denbighshire County Council**

Councillors B. Blakeley, S. Drew, M.M. Jones and W. Roberts

#### **Representing the Denbighshire Teachers' Joint Negotiating Committee**

I. Barros-Curtis and M.B. Lloyd

#### **Representing Religious Denominations**

T. Bryer, M. Colbert, Rev. P.J. Collinson, H. Ellis, Parch. J. Owen and P. Spiers

### **ALSO PRESENT**

Inspector/Adviser R.E., Head of Education Services and Administrative Officer (K.E. Jones)

### **APOLOGIES FOR ABSENCE WERE RECEIVED FROM**

M. Evans, Prof. Rev. L.J. Francis, S. Harris, J. Hannam and Councillor K.N. Hawkins

The Corporate Director Lifelong Learning had also submitted her apologies.

### **SILENT REFLECTION**

The meeting began with a few minutes silent reflection.

#### **1. APPOINTMENT OF CHAIR AND VICE-CHAIR**

##### **(a) Inauguration of New Chair (current Vice-Chair)**

The retiring Chair, Parch J. Owen, took the opportunity to thank members for their support and commitment during his year as Chair and

paid tribute to the work undertaken by the Inspector/Adviser RE on behalf of this SACRE. In accordance with the constitution of the Denbighshire SACRE the current Vice-Chair, Councillor M.M. Jones, was invested as Chair for the ensuing year and members conveyed their best wishes to Councillor Jones on her appointment. The Chair thanked Parch Owen for his hard work over the last twelve months she also took the opportunity to thank the teachers for the good work in providing Religious Education in Denbighshire's schools.

At this point in the proceedings the Inspector/Adviser RE advised that SACRE's constitution required the appointment of Chair and Vice-Chair on an annual basis. In view of the fact that only three meetings of SACRE were held each year, and to allow greater continuity, he suggested that members may wish to consider amending the constitution to allow these appointments to be fixed for a two year period. Members agreed with that proposal and it was **RESOLVED ACCORDINGLY**.

#### **(b) Appointment of Vice-Chair (from Teacher Representatives)**

The Chair invited nominations for the appointment of Vice-Chair from the Teacher Representatives. It was proposed and seconded that Mrs. M.B. Lloyd be appointed Vice-Chair for the ensuing year and upon being put to the vote it was:-

**RESOLVED** that Mrs. M.B. Lloyd be appointed Vice-Chair for the ensuing two years.

Upon the arrival of the Head of Education Services, the Chair took the opportunity to welcome him to the meeting and members emphasised the importance of a representative from Denbighshire's Education Department being present at every SACRE meeting.

## **2. MINUTES**

The minutes of the meeting held on 1st July, 2003 (previously circulated), as approved by the County Council on 23rd September, 2003 were submitted.

### **Matters Arising**

Item No. 2 - Minutes: Item No. 577 - The Inspector/Adviser RE circulated copies of an extract from the handbook issued to registered inspectors

on the context of inspection reports for schools. In response to SACRE's concerns regarding the inconsistencies in the content and completion of reports, HMI Paul Morgan had advised that inspection reports were monitored and any areas where inspectors departed from the procedures were highlighted.

Item No. 2 - Minutes: Item No. 1103 - The Inspector/Adviser RE advised that he wished to discuss the issue of a Young People's Faith Forum with Heads of Departments before arranging a meeting with Garth Thomas, Denbighshire Youth Officer in that regard.

Item No. 3 - Christianity Experienced - St. Asaph Cathedral Pupil Days - In response to a question from Councillor S. Drew regarding the use of photographs from the pupils days, the Inspector/Adviser RE confirmed that the photographs would be included as part of the ICT pack being produced for schools. He suggested that the presentation material received by members could also be included.

Item No. 5(b) - ESTYN: New Inspection Draft Framework - The Inspector/Adviser RE read out a lengthy letter from Estyn's Head of Inspection Division which had been received in response to the concerns raised by SACRE regarding the new inspection framework. A limited number of copies had been made available at the meeting. The Inspector/Adviser RE reported that he was currently in discussion with Denbighshire, Flintshire and Conwy local authorities regarding ways in which SACREs could obtain clear information on standards and provision on a rolling basis rather than relying solely on inspection reports. However, any proposals would require agreement of all three authorities for consistency.

Item No. 6 - Wales Association of SACREs - The Inspector/Adviser RE reported upon a letter received from Denize Morris, Subject Officer for Religious Education, ACCAC, seeking three nominees who would be willing to take part in reviewing the guidance document for Annual SACRE Reports. Once nominations had been received one member from each SACRE in Wales would be invited to be part of the group. In addition to the Inspector/Adviser RE, who had already been nominated as a representative, it was proposed that the Chair, Councillor M.M. Jones and the Vice-Chair, Mrs. M.B. Lloyd be nominated to represent Denbighshire SACRE. Members agreed with that proposal and it was **RESOLVED ACCORDINGLY**.

**RESOLVED** that the minutes be received.

### **3. RE IN PRESTATYN HIGH SCHOOL - PRESENTATION**

The Chair introduced and welcomed to the meeting Mrs. Jackie Bateman, Head of RE at Prestatyn High School, who was in attendance to give a presentation on the provision and delivery of Religious Education in the school.

Mrs. Bateman addressed members and reported upon:-

- the staffing arrangements including the qualifications and experience of those teachers involved in the provision of RE;
- the dedication of a large area of the school to RE including four major RE rooms which had been decorated to aid spiritual aspects and displayed artefacts together with two murals depicting faith and heaven;
- one criticism in the school's inspection report having been the lack of compulsory RE in the sixth form. To address this issue, compulsory RE lessons now formed part of general studies for Year 12 pupils. Topics included spirituality and rules and regulations. Music and videos had been used to make these aspects relevant to the pupils and teachers worked hard to ensure that lessons were varied;
- a large group of pupils having taken RE at A Level with 15 out of 17 pupils continuing to AS Year 2. Topics included Christian Ethics and Judaism and plenty of school trips had been organised for students including a trip to the Holocaust Memorial Centre;
- large numbers of pupils having taken RE at GCSE level with approximately 200 out of 300 pupils undertaking an RE course. The WJEC syllabus included topics such as medical ethics; war and peace and prejudice and discrimination. Both long and short courses were offered so each pupil had a viable chance of obtaining a qualification in RE upon leaving school;
- Year 7 pupils having one lesson lasting fifty minutes each week and Years 8 and 9 having two lessons of fifty minutes. The syllabus for Key Stage 3 included a mixture of pure religion and thematic work with much experiential learning. Topics for Year 7 covered Celebration, Religious Language and Belief; Year 8

covered Christianity and Islam, and Year 9 covered Hinduism, Philosophy of God and health related issues (alcohol, drugs, sex), and

- circle time having been introduced in school and teaching RE covered other issues such as tolerance, empathy plus other skills such as communication; lessons included trips to churches and other places of religious significance and local religious groups were invited to interact with pupils to try and make the subject as interesting and relevant to the children as possible.

In closing, Mrs. Bateman invited members to attend an open day at Prestatyn High School on Thursday, 23rd October, 2003 between 4.00 p.m. - 6.30 p.m. which would feature circle time; a Muslim wedding enactment and access to a Christian and spiritual room.

Members took the opportunity to raise questions with Mrs. Bateman regarding various aspects of RE provision in Prestatyn High School, particularly referring to: methods of teaching first year pupils with varying experiences of RE; financing of school trips; funding allocated for books, materials and other resources; morning worship; the merits of using food in teaching RE; and the importance of links with the community including local clergy, gideon and the muslim community. In response to a question from Councillor B. Blakeley, the Inspector/Adviser RE reported that the Agreed Syllabus recommended that RE should account for 5% of the curriculum and the majority of Denbighshire's schools complied with that guideline. The allocation of resources to subject areas was the responsibility of each school's governing body.

The Chair thanked Mrs. Bateman for her interesting and informative presentation which had given an insight into the tremendous work undertaken in Prestatyn High School in delivering Religious Education. Members echoed those sentiments and paid tribute to the quality and variety of teaching methods carried out within the school to ensure that the subject was relevant and interesting for pupils.

***RESOLVED*** that the presentation by Mrs. Jackie Bateman on RE in Prestatyn High School be received and noted.

As previously requested by members, the Inspector/Adviser RE confirmed that he would invite a Junior School teacher to deliver a similar presentation to members at a future SACRE meeting. Councillor W. Roberts suggested that members could be proactive within their own

religious groups in highlighting the need for specialist RE teachers and by further promoting this issue.

#### 4. **ACCAC: REVIEW OF ANNUAL REPORTS 2000 - 2001 & 2001 - 2002**

The Inspector/Adviser RE submitted ACCAC's Review of annual SACRE reports 2000 - 2001 & 2001 - 2002 (previously circulated) for members consideration.

The Inspector/Adviser RE advised that Denbighshire SACRE was referred to consistently throughout the review and he was pleased to report that Conwy, Denbighshire, Flintshire and Wrexham featured in the top four out of seven in the examination table for GCSE Religious Studies. He also wished to clarify that, contrary to the report, Denbighshire had not reported that no school inspections had taken place during 2000 - 2001, rather that SACRE had not considered any inspections during this period because of a delay in obtaining the inspection reports.

In considering the summary detailing ACCAC's recommendations to SACRE it was pleasing to note the positive recommendation that SACRE's continue their good practice. The new procedures currently being discussed and developed in monitoring standards and provision arising from the changes to the inspection process should also have a positive impact in this area. The Inspector/Adviser RE confirmed that advice and INSET had been undertaken but he referred to the difficulties in directly measuring the effectiveness of this guidance. However, Denbighshire's five year review highlighted the increase in provision in RE so this was not an area for concern.

The Head of Education Services indicated that under the new inspection arrangements there was a mechanism for schools to evaluate their own performance and he also reported upon the Annual Headteachers Conference to be held on 23rd October, 2003 when monitoring arrangements would be discussed. In conclusion, the Head of Education Services paid tribute to the excellent work undertaken by the Inspector/Adviser RE and conveyed his thanks in that regard.

***RESOLVED*** that ACCAC's Review of Annual SACRE reports 2000 - 2001 and 2001 - 2002 be accepted.

## 5. DRAFT ANNUAL REPORT OF SACRE

The Inspector/Adviser RE submitted a draft of the Annual Report of the Denbighshire SACRE 2002 - 2003 (previously circulated) which summarised Denbighshire SACRE's activities during the year including the Agreed Syllabus; Standards in Religious Education; Collective Worship/SMSC Development; INSET Provision; together with various other issues.

The Inspector/Adviser RE briefly took members through the report following which Mrs. M.B. Lloyd complimented and thanked the Inspector/Adviser R.E. for the work he had undertaken for Denbighshire SACRE during the year.

**RESOLVED** that the Draft Annual Report of SACRE be approved.

## 6. ANALYSIS OF INSPECTION REPORTS

The Inspector/Adviser RE submitted a report (previously circulated) upon the positive and negative comments concerning Religious Education and the Spiritual, Moral, Social and Cultural Development (SMSC) inspected at eight schools between June 2002 and March 2003 together with a brief background history of each school.

Inspections had been carried out at the following schools:-

- ? Borthyn VP School, Ruthin
- ? Ysgol Bro Famau
- ? Ysgol Pentrecelyn
- ? Ysgol Heulfre
- ? Rhyl High School
- ? Brynhyfryd High School, Ruthin
- ? Ysgol Mair (Aided) RC, Rhyl
- ? Christchurch, Rhyl

The Inspector/Adviser RE provided members with a brief resume of the findings relating to each school, explaining and clarifying specific issues in response to members questions thereon. He was pleased to report that the positive comments within each school's inspection report had far outweighed the negative comments with 169 separate commendations. Full credit must be given to those schools on their achievements. With regard to Religious Education, the Inspector/Adviser RE advised that the findings for Ysgol Mair and Ysgol Borthyn had not been included

because the Section 23 for Ysgol Mair had been received too late to be included within the report, and RE had not been included for Ysgol Borthyn owing to misunderstanding between the Section 10 and Section 23 Inspectors.

Members were delighted with the positive findings contained within the report and were satisfied with the action being taken to address the few shortcomings as highlighted by the inspection. In accordance with the usual practice the Inspector/Adviser RE confirmed that the schools inspected would be written to congratulating them on their reports and offering any services in terms of addressing any shortcomings. Members discussed the merits in highlighting the individual commendations for each school in this manner following which it was:-

***RESOLVED*** that the report be received and noted.

## **7. WALES ASSOCIATION OF SACRES**

The Inspector/Adviser RE reminded members that they had received a verbal update from members attending the meeting of WASACRE held on 27th June, 2003 at their last meeting and he circulated copies of the draft minutes of that meeting for information. He also reported that Susan Collingbourne had taken over from Meinir Evans as Secretary of WASACRE.

The Inspector/Adviser RE and Mrs. M.B. Lloyd (Chair of WASACRE) jointly reported upon the positive meeting they had attended as representatives of WASACRE with ACCAC and the NGfL (National Grid for Learning) regarding the preparation and production of material on the NGfL web site in order to share good practice. During the ensuing discussion the Head of Education Services referred to the development of Denbighshire's web site and advised that schools would be encouraged to share their own good practice on this site.

The Inspector/Adviser RE also referred to a letter dated 25th July, 2003 from the Department for Education and Skills (DFES) regarding changes to Initial Teacher Training (ITT) provision in awarding Qualified Teacher Status. With effect from 1st September, 2003, any student from England who undertook teacher training experience in Wales would not be awarded qualified teacher status and vice versa. Members raised concerns regarding those changes in light of the implications for schools where links were made across border counties and concerns were also



expressed regarding the lack of consultation with local education authorities, schools and unions. After further discussion it was:-

**RESOLVED** that:-

- (a) *the Inspector/Adviser RE write to the Minister for Education and Lifelong Learning, expressing the concerns raised by Denbighshire SACRE in light of the recent changes for awarding qualified teacher status, and*
- (b) *the Inspector/Adviser RE write to Denbighshire's Assembly Members and Members of Parliament regarding the lack of consultation over the changes to the Education Regulations.*

**8. DATE AND VENUE OF NEXT MEETING**

The Chair reminded members that the next meeting of Denbighshire SACRE would be held at 2.00p.m. on Thursday, 26th February, 2004 in the Council Chamber, Russell House, Rhyl.

In closing, the Chair thanked members for their attendance and positive contributions to debate.

The meeting concluded at 12.15 p.m.

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**CONTEXT COMMENTS: INSPECTION REPORTS**  
**DENBIGHSHIRE SACRE**

**26<sup>th</sup> February 2004**

School	Dates	Rg. Inspector	SMSC Ins.	RE Ins.
<b>Ysgol Mair (Aided) RC.</b>	<b>28<sup>th</sup> – 31<sup>st</sup> January 2003</b>	<b>Mrs B P Hawthorn Lead Insp.</b>	<b>Mrs K M Jones Link Insp.</b>	<b>Section 23</b>
<i>Ysgol Mair is a Roman Catholic Voluntary Aided primary school in Rhyl. the catchment covers a large area, much of which is economically disadvantaged. There were 411 pupils at the school. 30% of the pupils come from non-Catholic homes. 23% of pupils receive free school meals and 95 pupils (23%), nine of whom are statemented, are designated as having special educational needs (SEN). Several ethnic groups are represented in the school's population. No pupils come from homes where Welsh is the first language. Overall, its pupils represent the full range of ability. At the time of the Inspection there were 16.3 full time equivalent teachers in post.</i>				
<b>St Asaph VP Infants School</b>	<b>4<sup>th</sup> – 6<sup>th</sup> March 2003</b>	<b>Mrs A Dawson</b>	<b>Mrs A Dawson</b>	<b>Mrs A Dawson</b>
<i>St Asaph VP Infant School draws the majority of its pupils from the immediate area surrounding the school which is neither prosperous nor economically disadvantaged. Approximately 25% of pupils live in neighbouring towns and villages. There are 109 pupils on roll in full-time education. The pupils represent the full range of academic abilities and social backgrounds. The majority of children enter the nursery with language and social skills that are below average. 10% of the pupils are entitled to free school meals. There are 9% of pupils who have special educational needs (SEN). Nearly all pupils speak English as their first language. 3% of pupils are learning English as an additional language. Their main languages are Tamil, Singhalese, Kanarese and Arabic.</i>				
<b>Llanbedr CW School</b>	<b>18<sup>th</sup> – 20<sup>th</sup> June 2003</b>	<b>Mr D G Evans</b>	<b>Miss J Davies</b>	<b>Miss J Davies</b>
<i>Llanbedr Church in Wales Controlled School is situated near the village of Llanbedr. There are currently 73 pupils on roll including 8 children of nursery age. Pupils are taught in three mixed aged classes; nursery, reception and key stage 1; Y3/4 and Y5/6. Approximately 75% of the pupils come from relatively prosperous areas whilst the remaining 25% are from backgrounds that are described as neither prosperous nor economically disadvantaged. Around 5% of the pupils are registered as being entitled to free school meals. 9 pupils are identified as requiring Special Educational Needs (SEN) support; one has a statement of SEN. No pupils speak Welsh as a first language.</i>				
<b>Bro Elwern CP Corwen</b>	<b>18<sup>th</sup> – 21<sup>st</sup> June 2003</b>	<b>Miss D Morris</b>	<b>Mr J Blake</b>	<b>Miss D Morris</b>
<i>The school is situated in the rural village of Gwyddelwern, near Corwen. The vast majority of pupils come from the village and its surrounding districts. The area is described as one that is neither prosperous nor economically disadvantaged. None of the pupils are eligible to receive free school meals. There are 54 pupils, aged 3-11 years on the school roll; they represent the full range of ability. English is the main language spoken in 50% of pupils' homes but the school ensures that all the pupils are completely bilingual by the time they transfer to secondary school. 6 pupils including 1 who has a statement of Special Educational Needs (SEN) are included on the SEN register.</i>				

<b>Henllan</b>	<b>14<sup>th</sup> -16<sup>th</sup> July 2003</b>	<b>Mr E Lloyd Williams</b>	<b>Mrs M Meredith Jones</b>	<b>Mrs M Meredith Jones</b>
<p><i>Henllan School is situated in the village of Henllan about 3 miles to the south-west of the town of Denbigh. Teaching is through the medium of Welsh for all Key Stage (KS) 1 pupils. In KS2 pupils continue their education through the medium of Welsh or English according to the wishes of their parents. There were 100 pupils on roll including 6 nursery children. The school describes the residential area as one that is neither prosperous nor economically disadvantaged. About 10% of pupils are entitled to free meals and 15% are identified as having special educational needs (SEN), including 3 for whom statements have been made. 6% of pupils come from homes where Welsh is spoken as first language.</i></p>				
<b>Ysgol Bodfari</b>	<b>13<sup>th</sup> -15<sup>th</sup> October 2003</b>	<b>Margaret Morgan</b>	<b>Cliff Brace</b>	<b>Cliff Brace</b>
<p><i>Ysgol Bodfari is situated in the small village of Bodfari. There are 39 pupils on the school roll including 2 part-time nursery children. All pupils come from English speaking homes. 96% of the pupils come from rural backgrounds. 14% of pupils are entitled to receive free school meals. 28% of pupils have special educational needs (SEN) including 4 with statement of SEN.</i></p>				
<b>Ysgol Dewi Sant</b>	<b>17<sup>th</sup> – 21<sup>st</sup> November 2003</b>	<b>Mr E Lloyd Williams</b>	<b>Mrs E R Davies</b>	<b>Mr E Lloyd Williams</b>
<p><i>Ysgol Dewi Sant is situated on the outskirts of the seaside town of Rhyl. There were 414 pupils on roll, including 54 children of nursery age. The school describes approximately three quarters of the residential area from which pupils are drawn as neither prosperous nor economically disadvantaged and about a quarter as economically disadvantaged. 7% of the pupils are entitled to receive free school meals and 53 pupils are identified as having special educational needs (SEN), including four who have a statement of SEN. About 12% of the pupils come from homes where Welsh is spoken as a first language.</i></p>				

**Analysis of Inspection Reports  
Denbighshire SACRE  
26<sup>th</sup> February 2004**

**7 Schools**

<b>Name of School</b>	<b>Date of Inspection</b>	<b>Reg. Inspector</b>	<b>SMSC Inspector</b>	<b>RE Inspector</b>
Ysgol Mair (Aided) RC	11 <sup>th</sup> -12 <sup>th</sup> February 2003	Mrs B Hawthorn (Lead Inspector)		Mrs KM Jones Section 23
St Asaph VP Infants School	4 <sup>th</sup> -6 <sup>th</sup> March 2003	Mrs A Dawson	Mrs A Dawson	Mrs A Dawson
Llanbedr CW School	18 <sup>th</sup> -20 <sup>th</sup> June 2003	Mr D G Evans	Miss J Davies	Miss J Davies
Bro Elwern CP Corwen	18 <sup>th</sup> -21 <sup>st</sup> June 2003	Miss D Morris	Mr J Blake	Miss D Morris
Henllan	14 <sup>th</sup> -16 <sup>th</sup> July 2003	Mr E Lloyd Williams	Mrs M Meredith Jones	Mrs M Meredith Jones
Ysgol Bodfari	13 <sup>th</sup> -15 <sup>th</sup> October 2003	Mrs M E Morgan	Cliff Brace	Cliff Brace
Ysgol Dewi Sant	17 <sup>th</sup> -21 <sup>st</sup> November 2003	Mr E Lloyd Williams	Mrs E R Davies	Mr E Lloyd Williams

**SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

**Mentioned in Key Issues**

***0 School***

**POSITIVE COMENTS**

**Provision for SMSC Development**

***7 Schools***

- The school has a very good Catholic ethos. The provision for the pupils' spiritual and moral development is firmly based on the beliefs and teaching of the Catholic faith. (*Ysgol Mair*)
- The provision for pupils' spiritual, moral, social and cultural development is good overall. (*St Asaph Infants School*)
- The pupils' spiritual, moral, social and cultural development is very good. (*Llanbedr Church in Wales School*)
- Pupils' spiritual, moral, social and cultural development is good. (*Bro Elwern*)
- Pupils' spiritual, moral, social and cultural development is good.

- (*Henllan*)  
The provision for pupils' spiritual development is satisfactory.
- (*Ysgol Bodfari*)  
Pupils' spiritual and cultural development is good and their moral and social development is very good. (*Ysgol Dewi Sant*)

Observance/Promotion of Values / Good Manners / Respect

**7 Schools**

- A spirit of sharing and caring permeates the life and work of the school.  
(*Ysgol Mair*)
- The pupils have a well developed sense of fairness and honesty.  
(*St Asaph Infants School*)
- Pupils' behaviour is very good and they have a keen interest in their work. They show respect towards each other and their environment.  
(*Llanbedr Church in Wales School*)
- The school promotes very high moral standards.  
(*Llanbedr Church in Wales School*)
- Sound values of a high standard are promoted. (*Bro Elwern*)
- Pupils show respect for property and the rules of both the school and wider society. (*Henllan*)
- Pupils act responsibly, and respect their environment and each other.  
(*Ysgol Bodfari*)
- Teachers promote values and attitudes of a high quality; they show concern for pupils in their care. (*Ysgol Dewi Sant*)

Knowledge and Understanding of Right and Wrong

**6 Schools**

- Pupils have a clear understanding of right and wrong. (*Ysgol Mair*)
- the pupils are involved in formulating their class and school rules. They understand what is expected of them and abide by them.  
(*St Asaph Infants School*)
- In an orderly community, pupils know the difference between right and wrong. (*Llanbedr Church in Wales School*)
- Pupils have a well-developed awareness of the differences between right and wrong and they are aware of the importance of considerate and tolerant behaviour between individuals.  
(*Llanbedr Church in Wales School*)
- Pupils have a good understanding of what is right and wrong and the importance of respecting others. (*Henllan*)
- Pupils are aware of what is right and wrong and moral issues are explored in circle time and assemblies. (*Ysgol Bodfari*)
- Pupils have a clear understanding of the difference between right and wrong and they are aware of the importance of truth and honesty in promoting the general ethos of the school. (*Ysgol Bodfari*)
- Pupils are aware of a sense of right and wrong. (*Ysgol Dewi Sant*)

## Charities and Good Causes

## **6 Schools**

- There is good support for charities. (*Ysgol Mair*)
- Pupils support good causes. (*Llanbedr Church in Wales School*)
- Charities and good causes benefit from the support of pupils and the generosity of their parents. (*Llanbedr Church in Wales School*)
- The pupils contribute to local and national charities. (*Bro Elwern*)
- Pupils learn to support others less fortunate than themselves and contribute to many different charities. (*Henllan*)
- Pupils raise money for charities. (*Ysgol Bodfari*)
- The school supports a number of charities during the year. (*Ysgol Dewi Sant*)

## Quality of Relationships

## **6 Schools**

- The positive relationships that exist between staff and pupils is evident. (*Ysgol Mair*)
- There is an appropriate mutual respect between adults and pupils. All the staff work hard to maintain positive relationships. (*Ysgol Mair*)
- There are very good relationships between the staff and pupils. This is characterised by a happy learning environment where there is mutual respect between staff and pupils. Pupils are not afraid to ask questions because they know that staff will willingly help them. (*St Asaph Infants School*)
- Relationships between pupils and staff are good. (*Bro Elwern*)
- Relationships in the school are positive and mutually respectful. (*Henllan*)
- The school provides a happy and supportive learning environment that is based on good relationships between adults and pupils. Pupils feel valued as individuals and this helps to promote their self confidence. (*Ysgol Bodfari*)
- The relationships between the pupils and members of staff and between the pupils themselves are good. (*Ysgol Dewi Sant*)

## Aims and General Ethos

## **6 Schools**

- There is a caring sharing atmosphere within the school. (*Ysgol Mair*)
- An excellent Mission Statement has been written, which involved the views of the whole school community and is seen as a working document by all. It is displayed around the school and in all the relevant documentation. (*Ysgol Mair*)
- The majority of pupils enjoy coming into school. There is a happy atmosphere and a warm, caring environment, which is safe and secure. (*Ysgol Mair*)
- The commitment of the staff to the caring ethos of the school is to be commended. There is a real sense of vision for the school that is shared by the Governing Body and the Headteacher. (*Ysgol Mair*)
- The Christian aims of the school are clearly reflected in practice. Pupils are developing a growing understanding of how to live a Christian life as individuals and as a part of the school and the wider community. (*St Asaph Infants School*)

- The school is a safe, kind and caring community. (*Llanbedr Church in Wales School*)
- The school is a secure, kind and caring community. (*Bro Elwern*)
- The pupils are happy in the school (*Bro Elwern*)
- The school is an inclusive community in which pupils display genuine respect for each other through fair play, tolerance and understanding. (*Ysgol Bodfari*)
- There is a strong sense of belonging to the school community and of inclusion from an early age. (*Ysgol Dewi Sant*)

#### Knowledge /Understanding/Awareness of other Cultures or Traditions

#### **6 Schools**

- Pupils know of some major world faiths and celebrate some of their religious festivals such as Diwali. Pupils appreciate there are many ways of celebrating special occasions and that people worship in diverse ways. Pupils respect and learn from others in school that have beliefs, cultures and backgrounds that are different from their own. (*St Asaph Infants School*)
- Pupils appreciation of other cultures is enhanced through visitors to the school and through visits to art galleries and drama performances and through their study of subjects such as geography, history and religious education. (*St Asaph Infants School*)
- Pupils are provided with appropriate opportunities to appreciate other cultures and traditions. (*Llanbedr Church in Wales School*)
- In lessons and activities within religious education, attention is given to other religions and faiths and in lessons in English, music, art, geography and history, pupils begin to appreciate the richness and diversity of other cultures and traditions. (*Llanbedr Church in Wales School*)
- Appropriate attention is given to other cultures and religions as part of the curriculum. (*Bro Elwern*)
- Positive attitudes towards multi-cultural issues are guided throughout the curriculum. In religious education, pupils look at elements of Judaism and Hinduism and pupils are well aware of different world wide music and dance and European artists. (*Henllan*)
- The staff help pupils to develop an appreciation of cultures other than their own; for example, they listen to first hand accounts of life in Africa and communicate with other schools in Europe. (*Ysgol Bodfari*)
- Through curricular work in religious education and geography, for example, and links with an Irish Language school in County Antrim, and also visitors to the school, pupils appreciate cultural differences and diversity. (*Ysgol Dewi Sant*)

#### Curriculum Cymreig / The Welsh Dimension

#### **6 Schools**

- A particularly good emphasis is placed on developing pupils' knowledge of the local area. From entry into the nursery pupils learn Welsh. The trips and visits to places of interest enhance pupils' understanding in subjects such as history and geography and of the Welsh culture. (*St Asaph Infants School*)

- Pupils develop a good awareness of Welsh culture and traditions through taking part in Urdd activities and other local events; they have a good knowledge of their local area. (*Llanbedr Church in Wales School*)
- The school plays a significant part in enabling pupils to appreciate Welsh traditions. Welsh culture is successfully reflected in the curriculum and in some extra-curricular activities such as the Urdd. (*Llanbedr Church in Wales School*)
- Pupils' awareness of Welsh culture is promoted satisfactorily through local studies and by developing their knowledge about eminent figures from Welsh history. (*Bro Elwern*)
- The Cwricwlwm Cymreig is very well established in the school; pupils study the work of Welsh artists and local geography and history, and they participate in St David's Day celebrations and the Urdd. (*Henllan*)
- Y Cwricwlwm Cymreig is well developed and has a high profile in the life of the school. National and local heritage and culture are well promoted and pupils' learning is enhanced through visits to places such as Theatr Clwyd, Denbigh Castle and the Urdd National Eisteddfod. (*Ysgol Bodfari*)
- A number of pupils were successful at the local and area Urdd Eisteddfod and some went on to compete at the National Eisteddfod. The pupils are reminded of their own heritage and national identity and Y Cwricwlwm Cymreig is well represented in subjects such as geography, art and music. (*Ysgol Dewi Sant*)

#### Links with / Involvement in the Local Community

#### **6 Schools**

- The school maintains close links with the parishes and Priests spend time in the school. (*Ysgol Mair*)
- Parish based Sacramental preparation is undertaken in Year Three in conjunction with the parishes linked to the school; the Parish Priests, Parish Catechists and the school through the 'Here I Am' programme, this is in line with Diocesan Policy and contact with the relevant Parish Priest and Parish Catechist should resolve the concerns expressed by parents. (*Ysgol Mair*)
- There are good links with the cathedral and the local parish church. The clergy and members of the church community regularly take assemblies and contribute effectively to pupils' knowledge and understanding of religious education and their spiritual and moral development. (*St Asaph Infants School*)
- Religious education lessons and some other lessons, together with the school's close links with the church contribute significantly towards pupils' spiritual development. (*Llanbedr Church in Wales School*)
- The school plays an important part in the local community and contributes regularly to local events. The pupils benefit from regular visits made to the school by the vicar and other volunteers. (*Bro Elwern*)
- Pupils visit the community. (*Ysgol Bodfari*)
- Strong links with the local community also contribute well towards the pupils' social development. (*Ysgol Dewi Sant*)



### Compliance with Statutory Requirements for Collective Worship

**5 Schools**

- The school meets the statutory requirements for the provision of a daily act of collective worship. (*St Asaph Infants School*)
- The school meets statutory requirements to provide a daily act of collective worship. (*Llanbedr Church in Wales School*)
- The school's arrangements for a daily act of worship conform with the statutory requirements. (*Bro Elwern*)
- The school provides a daily act of collective worship. (*Henllan*)
- Collective worship, mainly class based, features daily with the whole school worshipping together at the end of the week. (*Ysgol Dewi Sant*)

### Policy on Racism / Promotion of Racial Harmony

**5 Schools**

- Although there is no school policy on racial equality, good practice ensures that racial harmony and pupils respect for others whatever their background are well promoted. (*Llanbedr Church in Wales School*)
- Pupils' awareness of racial equality is promoted during discussions and other relevant activities. (*Bro Elwern*)
- The school follows the Unitary Authority Policy on racism and racial harmony within the context of their equal opportunities policy. (*Henllan*)
- The school has an equal opportunities policy which addresses sexism and racism. (*Ysgol Bodfari*)
- Implementation of the school's equal opportunities and racial equality policy ensures that pupils are aware of the need to be tolerant of differences and to work harmoniously together. (*Ysgol Dewi Sant*)

### Extra Curricular Activities / Opportunities

**5 Schools**

- Pupils appreciation of other cultures is enhanced through visitors to the school and through visits to art galleries and drama performances and through their study of subjects such as geography, history and religious education. (*St Asaph Infants School*)
- Extra-curricular activities in the form of musical and sporting events and their involvement within the local community also promote pupils' personal and social development. (*Llanbedr Church in Wales School*)
- Pupils' social and cultural development is further enhanced by extra-curricular activities, including a music club a mathematics club and visits to places of interest. (*Henllan*)
- Pupils participate in a wide range of extra-curricular activities. (*Ysgol Bodfari*)
- Extra-curricular activities also contribute well towards the pupils' social development. (*Ysgol Dewi Sant*)

#### Social Development / Interaction / Interpersonal Skills

**4 Schools**

- There is a strength in pupils' social development which is very good. (*St Asaph Infants School*)
- Pupils' social development is very good. (*St Asaph Infants School*)
- The before and after school play club makes a positive contribution to pupils' social skills. (*St Asaph Infants School*)
- Good progress is made by pupils in social and interpersonal skills. (*Henllan*)
- All pupils engage in a good range of opportunities where they develop their social awareness. (*Ysgol Bodfari*)
- Circle time with the under-fives raises their awareness of their social responsibilities and has a positive influence on them. (*Ysgol Dewi Sant*)
- The staff in the under-fives unit ensure there is sufficient emphasis on sharing and working collaboratively and the social development of the children is very good. (*Ysgol Dewi Sant*)

#### Character of Acts of Collective Worship

**4 Schools**

- Worship is planned with themes coming from the 'Here I Am' programme and the liturgical year. (*Ysgol Mair*)
- Pupils listen very well during assemblies and take part attentively in prayers and hymn singing. (*St Asaph Infants School*)
- Pupils contribute to these services and an atmosphere of worship and spirituality is successfully created. (*Bro Elwern*)
- The provision is varied but predominantly Christian in character. Biblical stories are presented with messages concerning moral or social values. (*Ysgol Dewi Sant*)
- The whole school assembly is used as an opportunity to celebrate successes and to present certificates to pupils for outstanding work during the week. (*Ysgol Dewi Sant*)

#### Moral (and Social) Development / Provision

**4 Schools**

- The moral development of the pupils is guided by the mission of the school. (*Ysgol Mair*)
- Pupils' moral development is good. During class discussions known as circle times, moral and social issues are discussed. (*St Asaph Infants School*)
- The provision for pupils' moral, social and cultural development is good. (*Ysgol Bodfari*)
- Pupils' moral development is good. (*Ysgol Bodfari*)
- Moral and social development is very good. (*Ysgol Dewi Sant*)

### Opportunities for Collaboration / Co-operation

**4 Schools**

- Pupils are quick to help one another and show kindness and consideration towards others. (*St Asaph Infants School*)
- The majority are adept at working in small groups and are mature and sensible when taking turns and sharing resources. (*St Asaph Infants School*)
- Pupils co-operate well in the classes and play happily together during playtime and lunch hours. (*Llanbedr Church in Wales School*)
- Pupils co-operate well in class activities and they share resources fairly. (*Llanbedr Church in Wales School*)
- Most pupils work co-operatively in pairs and small groups. (*Henllan*)
- Pupils work well together generally and support each other in various activities in class. (*Ysgol Dewi Sant*)

### Opportunities for Responsibility and Initiative

**3 Schools**

- The pupils are eager to take on small responsibilities within the classrooms. Year 2 pupils are appointed as councillors and meet with the staff and with members of the community such as the Lady Mayor to promote good behaviour in the school and to work for the benefit of others by seeking their views and taking positive action to improve school provision. (*St Asaph Infants School*)
- Pupils are enthusiastic when afforded the opportunity to show initiative and respond positively when asked to undertake various responsibilities. (*Llanbedr Church in Wales School*)
- Pupils are encouraged to be independent and entrepreneurial, for example, in the running of the fruit shop, and they carry out monitoring duties. (*Henllan*)

### Spiritual Development

**3 Schools**

- The spiritual development of the pupils is good. (*Ysgol Mair*)
- The pupils have a good understanding of their Catholic faith. (*Ysgol Mair*)
- Pupils' spiritual development is good. (*St Asaph Infants School*)
- There are good links with the cathedral and the local parish church. The clergy and members of the church community regularly take assemblies and contribute effectively to pupils' knowledge and understanding of religious education and their spiritual and moral development. (*St Asaph Infants School*)
- The respect shown to pupils develops their spiritual awareness and self-image. (*Bro Elwern*)

### Pupils' Response to SMSC Provision

**3 Schools**

- Pupils respond positively to the school's rewards and praise for effort, achievement and behaviour. (*Henllan*)
- Pupils respond positively to the provision for spiritual, moral, social and cultural development. (*Ysgol Bodfari*)
- Pupils respond well. (*Ysgol Dewi Sant*)

### Opportunities to Reflect

**3 Schools**

- In religious education and in some lessons in other subjects, pupils are given appropriate opportunities to reflect on life and to consider aspects of their own belief and values. (*Llanbedr Church in Wales School*)
- Pupils are encouraged to reflect on their own experiences and those of others and time is often given for quiet reflection in collective worship. (*Ysgol Bodfari*)
- Pupils are given an opportunity to reflect on issues raised. Personal prayers are offered in a number of classes giving pupils an active role and an opportunity for spiritual reflection. (*Ysgol Dewi Sant*)

### Pupil Contributions to Acts of Collective Worship

**2 Schools**

- Pupils contribute to these services and an atmosphere of worship and spirituality is successfully created. (*Bro Elwern*)
- Pupils often take a prominent part in the presentations. (*Henllan*)

### Contribution of Collective Worship to SMSC Development

**2 Schools**

- Daily Acts of Collective Worship contribute to the pupils' spiritual and moral development. (*Ysgol Mair*)
- The school provides a daily act of collective worship which makes a positive contribution to promoting pupils' spiritual, moral and cultural development. (*Henllan*)

### Cultural Development

**2 Schools**

- Pupils' cultural development is good. (*St Asaph Infants School*)
- The provision for pupils' moral, social and cultural development is good (*Ysgol Bodfari*)

### Staff / Adults as Role Models

**2 Schools**

- The faith commitment of the staff is very evident in their living out of the Gospel values. (*Ysgol Mair*)
- Staff are good role models and are consistent and fair in their approach. (*Ysgol Bodfari*)

- Quality of Acts of Collective Worship **1 School**
- Daily assemblies play an important part in the life of the school and help to develop the very positive ethos that is apparent throughout all aspects of school life. (*Ysgol Bodfari*)

- Contribution of RE to SMSC Development **1 Schools**
- Religious education lessons and some other lessons, together with the school's close links with the church contribute significantly towards pupils' spiritual development. (*Llanbedr Church in Wales School*)

- Awe and Wonder **1 School**
- Pupils are encouraged to explore the wonder of the world around them and take pleasure in the discovery and excitement of new learning across the curriculum. For example, in their investigations of electricity, pupils were excited to find out they could generate enough electricity to light a bulb when they discovered how to complete an electrical circuit. (*St Asaph Infants School*)

- Opportunity to Develop / Consider Their Own Views / Values **1 School**
- Pupils know that their ideas are valued and respected by the staff. (*St Asaph Infants School*)

- Work of School Council **1 School**
- Activities linked to the school council give pupils an active role in evaluating provision at the school. They make recommendations for improvements and show considerable initiative. (*Ysgol Dewi Sant*)

## **NEGATIVE COMMENTS**

- Opportunities to Reflect **2 Schools**
- There are too few opportunities for pupils' to reflect and relate to their significant moral and social issues that underpin these stories in order to develop their own beliefs. (*St Asaph Infants School*)
  - Pupils are not aware of the importance of spiritual reflection and have not developed an appropriate sense of awe and wonder. (*Ysgol Bodfari*)

- Quality of Acts of Collective Worship **1 School**
- Provision is varied. (*Ysgol Dewi Sant*)

Quality of Relationships **1 School**

- Do not always refer to Christianity and promote spiritual awareness. (*Ysgol Bodfari*)

Cultural Development **1 School**

- Consideration needs to be given to timetable distribution of the Religious Education lessons. (*Ysgol Mair*)

Policy on Racism / Promotion of Racial Harmony **1 School**

- There is no school policy on racial equality.] (*Llanbedr Church in Wales School*)

Awe and Wonder **1 School**

- Pupils are not aware of the importance of spiritual reflection and have not developed an appropriate sense of awe and wonder. (*Ysgol Bodfari*)

Pupils Progress / Gaining in Confidence / Skills **1 School**

- Expectations of pupils work and progress needs to be raised in some classes in both key stages. (*Ysgol Mair*)

Opportunity to Develop / Consider Their Own Views / Values **1 School**

- There are too few opportunities for pupils to reflect and relate to the significant moral and social issues that underpin these stories in order to develop their own beliefs. (*St Asaph Infants School*)

**RELIGIOUS EDUCATION** **2 Schools**

*Key Issues:*

*“Address the shortcomings in subjects or aspects of subjects where pupils’ standards of achievement are satisfactory namely religious education”*  
(*Ysgol Henllan, Ysgol Bro Elwern*)

Standards of Achievement **6 Schools**

- Standards in Religious Education are good (KS1) (*St Asaph Infants School*)
- Standards of achievement are good in both key stages. (*Llanbedr Church in Wales School*)
- Standards are satisfactory in both key stages. (*Bro Elwern*)
- Standards of achievement are satisfactory in KS1 and KS2. (*Henllan*)
- Standards of achievement are good KS1 and KS2. (*Ysgol Bodfari*)
- Standards of achievement are good in KS1 and KS2 (*Ysgol Dewi Sant*)

## Knowledge / Understanding of The Bible / Bible Stories

**6 Schools**

- Pupils have a good knowledge of Bible stories and parables such as 'The Lost Sheep'. (*St Asaph Infants School*)
- In KS1, pupils have a good knowledge of many stories from the Bible. (*Llanbedr Church in Wales School*)
- KS1 pupils understand the contribution made by the disciples in continuing the work Jesus started. They are able to name most of the disciples. (*Llanbedr Church in Wales School*)
- KS2 pupils have more detailed knowledge of stories from the New Testament and the Old Testament. They display an appropriate understanding of some of the moral principles the stories seek to promote. (*Llanbedr Church in Wales School*)
- In KS1, pupils have a satisfactory awareness of the main Bible stories, including those from the New Testament. (*Bro Elwern*)
- In KS2 pupils can recall the main events in the life of Jesus as well as some stories from the Old Testament. (*Bro Elwern*)
- Pupils have a satisfactory knowledge about Christianity through listening to and reading Old and New Testament stories. (*Henllan*)
- Pupils in KS1 learn about the life of Jesus. (*Ysgol Bodfari*)
- KS1 pupils know the popular stories from the Bible. They have a good recall of the Old Testament stories of Noah and Moses and the plagues of Egypt. (*Ysgol Bodfari*)
- Pupils study the parables of Jesus and consider how the lessons of the Good Samaritan and the Prodigal Son apply to modern day situations. (*Ysgol Bodfari*)
- In KS1 pupils discuss stories from the Bible and they convey their responses to events in Jesus' life and some Old Testament characters well through pictures and brief narratives. (*Ysgol Dewi Sant*)

## Knowledge / Understanding of Christianity

**6 Schools**

- Pupils know that Christianity is the main religion in this country. (*St Asaph Infants School*)
- KS1 Pupils know of the significance of the more important festivals in the Christian calendar like Christmas and Easter. (*Llanbedr Church in Wales School*)
- In Y5 and Y6, pupils produced a newspaper based on the Easter story. the contributions and ideas are often very good. (*Llanbedr Church in Wales School*)
- In KS1, the more able pupils are aware of the most important church festivals and of the significance of holy days. Their knowledge about saints and some benefactors is satisfactory. (*Bro Elwern*)
- Pupils have a satisfactory knowledge about Christianity through listening to and reading Old and New Testament stories. (*Henllan*)
- KS1 pupils understand the major events in the Christian calendar and visit the local church to learn about the act of worship and the importance of ceremonies such as Baptism. (*Ysgol Bodfari*)

- Pupils in Y2 can describe in general terms the main features of Christian baptism and are beginning to grasp the symbolic meaning of water and white garments used on such occasions. (*Ysgol Dewi Sant*)
- In KS2 pupils conduct enquiries into the practices and ceremonies of Christian churches effectively. They prepare well-considered questions to put to a local vicar or minister. Many describe well what they see on a visit to a local church or chapel, drawing attention to the main characteristics of the buildings and of the furnishing and artefacts inside. (*Ysgol Dewi Sant*)

#### Knowledge / Understanding of Religious Concepts / Themes

**5 Schools**

- Through stories, pupils understand well concepts such as honesty fairness and truth. (*St Asaph Infants School*)
- KS1 pupils' understanding of principles, such as friendship and caring for others, is good. they understand the importance of rules and can devise rules that are relevant to them. They are aware of the purpose of prayer. (*Bro Elwern*)
- Pupils discuss satisfactorily the people who help them and whom to trust in the light of stories such as the Good Samaritan and Jesus helping Bartimaeus. (*Henllan*)
- Pupils understand the need for school rules and through discussion, contribute to the code of behaviour. (*Ysgol Bodfari*)
- In both key stages, pupils discuss relationships at different levels which adds to their understanding of values and beliefs, such as sharing, showing respect and caring for others. (*Ysgol Dewi Sant*)
- Pupils in KS1 learn about the importance of prayer in worship and they write their own prayers for particular occasions such as Thanksgiving and reflect sensibly upon them. (*Ysgol Dewi Sant*)

#### Knowledge / Understanding / Inclusion of Religions Other Than Christianity

**5 Schools**

- KS2 pupils are aware of other faiths and know of some of their customs (*Llanbedr Church in Wales School*)
- KS2 pupils know that different religions have their own places of worship. (*Bro Elwern*)
- Pupils have a satisfactory understanding of aspects of Judaism and Hinduism. (*Henllan*)
- Pupils study aspects of other religions. they know that artefacts play an important part in worship and ceremonies in some of the major faiths. (*Ysgol Bodfari*)
- By the end of KS2, pupils know that each of the major religions has its own traditions and customs and that there are other people who hold different religious beliefs and that they should be respected. (*Ysgol Bodfari*)
- In KS1 pupils make good progress in their understanding of aspects of the Jewish religion, including the significance for Jewish families of the Sabbath and the festival of Sukkoth. (*Ysgol Dewi Sant*)



- Pupils in Y5 make good progress in their understanding of aspects of religion of Islam. They describe the main features of a mosque and they know the significance of the Five Pillars, the Quran and the Festival of Ramadan to the practising Moslem. (*Ysgol Dewi Sant*)

Visits to Local Churches / Chapels / Places of Worship      **4 Schools**

- There are close links with the cathedral and parish church. Pupils often visit them or take part in religious celebrations. These visits and the contribution made by clergy and members of the religious community make a significant contribution to pupils' knowledge and understanding of the subject and pupils' knowledge of Welsh religious history. (*St Asaph Infants School*)
- KS2 pupils have visited the local church and the church in town. they have also visited a chapel and are able to compare the two places of worship. They have produced some very good work based on their discussions and research. (*Llanbedr Church in Wales School*)
- Pupils visit the local church regularly and have a satisfactory knowledge of the forms of worship that take place there. (*Henllan*)
- Older KS2 pupils visit local places of worship to understand the key beliefs and traditions of the Christian religion. They recognise the importance of the local church and its significance for the local community. (*Ysgol Bodfari*)

Knowledge / Awareness of Famous Lives      **4 Schools**

- KS1 pupils discuss the work done by Florence Nightingale and Betsi Cadwaladr. (*Llanbedr Church in Wales School*)
- In Y3 and Y4 pupils have made a detailed study of the life of Saint Peter. (*Llanbedr Church in Wales School*)
- In KS1, pupils know about elements of the lives of famous people who helped others, for example Dr Barnardo. (*Henllan*)
- Pupils learn about the lives of some of the major saints including Saint David. (*Ysgol Bodfari*)
- Pupils have a good grasp of the historical and religious importance of such individuals as Saint David and Bishop William Morgan. (*Ysgol Dewi Sant*)

Understanding / Awareness of the Need for Caring / Sharing      **3 Schools**

- Pupils respect others' views and show care and concern for others. (*St Asaph Infants School*)
- KS1 pupils know how important it is to help others, and they are able to contribute to a discussion on how they could help. (*Llanbedr Church in Wales School*)
- In both key stages, pupils understand the importance of caring and respecting others. (*Ysgol Bodfari*)

### No Shortcomings

**3 Schools**

- There are no significant shortcomings. (*St Asaph Infants School*)
- There are no major shortcomings in either key stage. (*Ysgol Bodfari*)
- There are no significant shortcomings. (*Ysgol Dewi Sant*)

### Opportunities for Discussion of Issues/Feelings/ Moral Issues

**2 Schools**

- KS2 pupils discuss values that are important to them with increasing confidence. They use their knowledge about the Good Samaritan in a mature manner to discuss people's attitudes to each other. (*Bro Elwern*)
- Pupils discuss and reflect on the significance of moral stories from a variety of sources. (*Ysgol Bodfari*)
- Pupils know that artefacts play an important part in worship and ceremonies in some of the major faiths. (*Ysgol Bodfari*)

### Opportunities / Ability to Meditate on the Affect On Their Lives

**2 Schools**

- Pupils discuss and relate to these concepts within their own everyday experiences. In lessons the pupils discuss right and wrong and apply this understanding to their lives. They know that their words and actions affect others. (*St Asaph Infants School*)
- Pupils study the parables of Jesus and consider how the lessons of the Good Samaritan and the Prodigal Son apply to modern day situations. (*Ysgol Bodfari*)

### Understand the need for / Show Sensitivity to Other Beliefs / Values

**2 Schools**

- KS2 pupils are aware of the need to respect other people's creeds and practices. (*Bro Elwern*)
- In discussion some pupils demonstrate sensitivity and mature understanding of the issues raised. (*Henllan*)

### Opportunities/Ability to Express Own Ideas / Views

**2 Schools**

- In KS2, individuals have firm opinions about moral ideas and can discuss them with confidence. (*Bro Elwern*)
- In KS2 pupils consider personal relationships well and the older pupils show insight when they discuss and write about human emotions such as happiness, jealousy and loneliness providing examples from their own and others' experiences. (*Ysgol Dewi Sant*)

- Composing of / Writing Own Prayers **1 School**
- Pupils know how to pray and write their own prayers to thank God for the natural world and their family. (*St Asaph Infants School*)
- Contribution of RE to SMSC Development **1 School**
- Pupils' spiritual, moral, social and cultural development is developed well through visits made by the clergy, visits to the local church and cathedral and during lessons. (*St Asaph Infants School*)
- Understanding of Community and of Responsibilities for Members **1 School**
- Older pupils prepare a questionnaire about their lives for visiting older people of the parish. They fill in answers to the questions and compare the results. (*Henllan*)
- Comments on Collective Worship in RE Section of Report **1 School**
- Pupils learn and sing a variety of religious songs and hymns. (*St Asaph Infants School*)
- Aware of the Impact of Belief on Lifestyle **1 School**
- Younger KS2 pupils consider the effect of her faith on Mother Teresa's work. They compare the nature of the sacrifice she made with that of God's command to Abraham to sacrifice his son. (*Henllan*)
- Examples from Contemporary Wales / Curriculum Cymreig and RE **1 School**
- KS2 pupils know of the life of Saint David and the significance of the work of Bishop William. (*Llanbedr Church in Wales School*)
- Familiarity with Technical Terms / Vocabulary **1 School**
- In KS2, pupils' skills in using appropriate religious language develops well. (*Ysgol Dewi Sant*)

## **NEGATIVE COMMENTS**

- Knowledge/Understanding/Inclusion of Religions Other Than Christianity **3 Schools**
- Pupils' knowledge and understanding of the traditions and customs of other faiths are rather superficial. (*Llanbedr Church in Wales School*)
  - In both key stages, pupils' knowledge about religions other than Christianity is under developed. (*Bro Elwern*)
  - In KS1, pupils have insufficient knowledge of religions other than Christianity. (*Henllan*)

Knowledge / Understanding of The Bible / Bible Stories

**1 School**

- In KS1, a small number of pupils are unable to recall familiar stories from the Bible. (*Bro Elwern*)

9Relationship of Scheme of Work to Agreed Syllabus

**1 School**

- The Local Education Authority's Agreed syllabus for religious education is not sufficiently reflected in the programme of work for pupils in KS1. (*Henllan*)

Use of Artefacts to Enhance Teaching and Learning

**1 School**

- In both key stages, pupils' knowledge about the artefacts that are to be found in places of worship is limited. (*Bro Elwern*)

Quality/Variety/Insufficiency of Written Work

**1 School**

- The recording of work is underdeveloped in KS1 (*Henllan*)
- In KS2, older pupils' written work indicates a superficial understanding of religious issues and concepts. (*Henllan*)