



YR EGLWYS  
YNG NGHYMRU



THE CHURCH  
IN WALES

## Gwella Inspection of Church in Wales Schools Report

**Pant Pastynog Voluntary Controlled school,  
Prion, Denbigh.  
LL164SA**  
Local authority: Denbighshire  
Dates of inspection: 19th and 20<sup>th</sup> June 2019  
Date of last inspection: 2012  
School's unique reference number: 6633057  
Headteacher: Mr Dafydd Rhys B.Sc.  
Inspector's name : Mr Gareth Williams M.Ed.



### School context

Ysgol Pant Pastynog is a Welsh-medium voluntary controlled school in the Church in Wales. The school is situated in a rural area, in the village of Prion about three miles from Denbigh town. The school caters for boys and girls between the ages of 3-11. A significant number of children, 78% are from homes where Welsh is spoken as a first language, with the rest of the children coming from homes where English is spoken. On the register the school has 78 pupils including 8 part-time nursery children. 5.1% of children are entitled to receive free school meals. 13% of pupils have been identified as having additional learning needs. At present no child has been excluded from Religious Education or Collective Worship.

### The distinctiveness and effectiveness of Pant Pastynog school as a Church in Wales school is excellent

Pant Pastynog school naturally incorporates its church status into all aspects of school life, enjoying strong links with the local church, chapels and community it serves. A strong ethos of love and care is identified within the school. The children appreciate and enjoy their membership of the school. Vicar Val visits the school every half term to conduct services and give advice on religious issues. The Bishop's Visitor and Vicar Val are also regarded as supportive members of the school team. Pupils are curious when questioned and reflect on the world in which they live, spiritual issues and moral challenges. They have many opportunities to contribute to their learning environment and the wider world. All this is done through reflection and appreciation of the world God has created.

### Established strengths

- A caring, supportive and challenging Christian environment, with a clear focus on Christian values across the school.
- The children's excellent moral development
- The excellent behaviour and attitude of the children.
- The children of Pant Pastynog school are supported by all staff to achieve their full potential.
- The good use made of Information Technology to deliver Religious Education lessons and support Collective Worship.

### Focus for development

- To ensure that all children are given regular opportunities to plan, organise and present Worship.
- To develop the use of Anglican responses at the beginning of services.
- Continue to develop links with other church schools.
- To further develop the use of Numeracy in R.E. lessons
- Continue to maintain the high standards that the school has set itself.

**The prospects for Improvement in the future are good**

**The school, through its distinctive Christian character, is excellent at meeting the needs of all learners**

**The contribution of Religious Education to the Christian Character of the school is excellent**

A genuine Christian caring ethos permeates the school, which has a positive effect on the health and wellbeing of staff and pupils, giving a very good foundation to enable teaching and learning to take place. The majority of pupils across the school achieve well according to their age and ability, including pupils with Additional Learning Needs and More Able and Talented pupils. Evidence is seen in internal lesson observations, when evaluating pupils' workbooks, discussions with pupils and external advisers.

Uniquely Christian values are made explicit and are an integral part of the daily life of the school. Christian values and artefacts are clearly displayed throughout the school. All members of the school community express the Christian distinctiveness of the school's values, and the significant impact they have on learners' daily lives and achievements. When a group of pupils were asked if they felt there was a need for any change within the school their reply was a resounding 'no'. A highly developed interpretation of spirituality is shared across the school. Learners have regular opportunities to take part in high quality experiences that develop personal spirituality. Children are passionate and confident to express their thoughts and opinions in detail through a rich variety of styles and media.

During Collective Worship pupils use a variety of prayers, songs and affirmations from an early age. Vicar Val and representatives of the local chapels regularly lead worship. Pupils have time to reflect during Collective Worship and are invited to join in prayer.

The school has worked hard to ensure that Religious Education is appropriately placed in the curriculum. Good planning strategies make the most of the cross-curricular links and encourage pupils to develop their skills. Information Technology is used well and the quality of lessons is very good, thus enabling pupils to have a good range of knowledge and understanding.

By planning together in key stages, staff along with the subject co-ordinator ensure continuity and progression across the school. Religious Education has recently been updated by the coordinator, headteacher and staff. Lesson observations show excellent examples of good practice, for example, the Foundation Phase learnt about the houses built upon the rock and sand. Assessment, recording and presenting elementary reports within Religious Education are in place, and work effectively.

During Religious Education lessons pupils are encouraged to ask questions appropriate to their age and ability, reflecting on the meaning and messages, and then considering how these affect their own lives. Pupils, staff, parents and the wider community share very good relationships. This enables children to feel safe and valued as individuals, ensuring that they are best placed to access the curriculum and achieve their potential. By learning about other cultures and religions pupils have opportunities to develop an understanding of global citizenship. The school is committed to supporting a wide number of charities regularly in this country and in countries abroad.

Using a variety of teaching and learning styles, staff ensure that all pupils are included and have opportunities for spiritual reflection. Religious Education lessons are provided as part of the regular weekly timetable. Curriculum provision is monitored by the headteacher, subject leader and the governor with responsibility for Religious Education. A strong ecclesiastical element is noted within Religious Education which underpins the spiritual life of the school and it is good to see the Holy Spirit has a place in the curriculum. Input from the local church, chapels and the Bishop's Visitor is greatly appreciated by everyone in the school community.

## **The impact of Collective Worship on the school community is excellent**

Worship is a positive experience for pupils and is an essential part of school life. Staff attend worship regularly and take part with pupils. Children have opportunities to take part and lead worship on special occasions, in many different ways. The school makes excellent use of Welsh religious culture during Collective Worship, through stories, prayers, hymns and instructions. Time is also allocated within Collective Worship to share and celebrate individual talent and achievement.

Collective Worship at Pant Pastynog school is provided on a daily basis. With pupils leading services at key points throughout the Christian calendar. Parents are also invited to attend these events. The Christian ethos of the school is reflected by providing focus points with appropriate Christian symbols and music, appropriate responses, prayers, and time for reflection.

Christian values are at the heart of the school and its various activities. A good example of these values in action is the care displayed by the older children for the younger ones on the yard. A candle is lit to indicate the beginning and end of worship. When extinguishing, the flame of the spirit is sent to many different causes. The school includes the church year in its long-term plans.

Vicar Val leads Collective Worship every half term at the school. Also the visit of the "Open the Book" team is much appreciated by all the school community. The children are encouraged to model their behaviour on Christian values and teachings, through Bible stories, and are encouraged to live these out in their daily lives. Perhaps the next step is for all children in turn to have opportunities to plan, organise, present and evaluate Collective Worship.

The staff aim to ensure that acts of Collective Worship are interactive where appropriate. Questions are asked and pupils are encouraged to take part, through oral contributions, reading prayers and stories, and taking time to reflect on the current theme.

Collective Worship includes celebrations of other cultures and religions and are based on the school's values. Services reflect Christian values. Collective Worship and the reflective session provide opportunities for the children to contemplate as part of their spiritual, moral, social and cultural development.

Worship provides specific opportunities for pupils and staff to worship God and use the Bible. In general pupils respond positively to Collective Worship listening and responding well. There are clear guidelines on acceptable and unacceptable behavior. The consequences of children's behavior is discussed and Christian teaching, for example, forgiveness, is used where appropriate. There is a strong ethos of love and care within the school.

Personal and Social Education, global issues, as well as regular visitors to the school, all help to shape the children's spiritual and moral development. The school takes care to deal appropriately with sensitive and confidential matters. Staff treat pupils as individuals, celebrate diversity and success appropriately, and are aware of people's difficulties.

It is clear that the children enjoy listening and taking part in Collective Worship. They can repeat many of their favourite Bible stories from both the Old and the New Testaments, appreciating the moral messages. In discussion with the children, they were appreciative of the opportunities offered to them during worship to develop their understanding of God and the value of prayer.

## **The effectiveness of the leadership and management of the school as a church school is excellent**

The headteacher who has been in post since 2013, ensures that a vision of the school's Christian ethos is conveyed and modeled throughout the day for pupils, parents and visitors. The headteacher, the Governing Body and all staff work as a team to promote the school's ethos and vision. The Governing Body, including Foundation Governors, support the Christian character of the school and take part in the process of strategic planning, thereby ensuring that the school provides the best education for its pupils.

The Religious Education subject leader meets regularly with the headteacher and governors to evaluate the field through discussions with staff, scrutiny of books and plans. There is a good supply of Religious Education and Bibles resources available at the school.

During certain periods of the Christian year, pupils take a leading role in services in church and the local chapels. This underlines the importance of the Christian calendar to the pupils and reinforces to them that they are included in the church family.

The Collective Worship policy has recently been reviewed by staff and Governors. The Bishop's Visitor and Vicar Val visit every half term to offer guidance, support and advice, and to monitor work and related activities in Religious Education and Collective Worship.

The school strives hard to keep parents aware of their children's progress. They are invited to an open evening in September, and then regularly at other times during the year. A full report is given out in July. There are good opportunities for parents to meet teachers and communicate with the school effectively through letter, e-mail and text. An open door policy is in place for parents.

Staff have a clear vision for the school. The Governing Body acts as critical friend to the headteacher and are now more ready to challenge the headteacher. They receive reports on school developments and performance data at each governor meeting through the Headteacher's Report. This ensures governors' accountability for standards of learning and teaching and the standards of achievement of learners. Governors are enthusiastic and support the school well. Their skills as Governors are constantly being developed in their role of providing support and challenge.

Pant Pastynog school works closely with a number of local charities and agencies in order to promote understanding, empathy and recognition of what is happening in the local community. There are also close links with external agencies e.g. PC Llinos, School Nurse, Family Liaison Officer, GwE Officers, Local Education Authority and Additional Learning Needs Services.

All the above collaboration teaches the children about the lives of people who are less fortunate. How to be good Christians by helping others by whatever means are possible. This shows them how to be full citizens who respect everyone and everything around them. The school has strong links with the church, chapels and the wider community, that are very supportive of the school and all its activities, co-operating with pupils and parents on special occasions.

In Pant Pastynog school the professional development of the headteacher and all staff is a priority. They are always encouraged to take part in courses related to the ethos and development of a church school.

At Pant Pastynog school an ethos exists where pupils and staff feel safe and cared for. All staff aim to give the pupils the best education they can, both spiritually and academically. The Governing Body is fully committed to the school's Christian values.

## **The school fulfils all the statutory requirements for Collective Worship**

*The content of this report should be considered alongside the Estyn team's Section 28 report. I would like to thank the Estyn inspection team for their co operation. I would also like to thank the Headteacher, Staff, Governors and Pupils of Pant Pastynog school for their welcome and cooperation.*

**Mr Gareth Williams M.Ed.**

Report under Section 50 of the Education Act 2005 Arolwg o dan Adran 50 o Ddeddf Addysg 2005

Parents' Questionnaire - Holiadur Rhieni

There were 35 responses - Yr oedd 35 ymateb

	YES / YDWYF	NO / NAC YDWYF	
Are you aware that this is a church school?	35		<i>A ydych yn ymwybodol mai Ysgol Eglwys yw hon?</i>
Do you believe that the school is a place which is built upon clear Christian values?	35		<i>A ydych o'r farn fod yr ysgol yn sefydliad sydd wedi ei adeiladu ar sylfaen Gristionogol glir?</i>
This is a Church School, that is a school with a Christian character. Was this fact important when you were choosing a school for your child/children?	28	7	<i>Ysgol Eglwys, sef ysgol gyda chymeriad Cristionogol, yw hon. A oedd y ffaith yma yn bwysig wrth i chi ddewis ysgol i'ch plentyn/plant?</i>

	Strongly agree	Agree	Neither	Disagree	Strongly disagree	
The school has a distinctive Christian character	27	4	3	1		Mae cymeriad Cristnogol nodedig yn perthyn i'r ysgol
The school's distinctive Christian character makes a significant contribution to pupils' education	23	7	4	1		<i>Mae cymeriad Cristionogol nodedig yn gwneud cyfraniad awyddocaol i addysg y disgyblion.</i>
Pupils find Collective Worship a valuable experience	21	10	3	1		Ym marn y disgyblion, mae'r addoli ar y cyd yn brofiad gwerthfawr
The school has effective links with the local church and other faith communities	30	2	3			Mae gan yr ysgol gysylltiadau effeithiol â'r eglwys leol a chymunedau ffydd eraill.
The school keeps parents well informed about the work that pupils do in Religious Education	28	3	2		2	Mae'r ysgol yn hysbysu'r rhieni yn dda am y gwaith a wna'r disgyblon mewn Addysg Grefyddol
The school encourages pupils to care for God's Creation(the environment) as well as for themselves	32	1	1	1		Mae'r ysgol yn hybu'r disgyblion i ofalu am Greadigaeth Duw (yr amgylchfed), yn ogystal â'n nhw eu hunain..
The school encourages pupils to consider people in other countries, and how they can assist them, when help is required	30	3	2			Mae'r ysgol yn hybu'r disgyblion i ystyried pobl mewn gwledydd eraill, a sut fedran nhw eu cynorthwyo pan bo angen.
The school ensures links are made with the local community	32	2	1			Mae gan yr ysgol gysylltiadau effeithiol â'r gymuned leol..
	Cytuno'n llwyr	Cytuno'n llwyr	Yn ail	Anghytuno	Anghytuno'n llwyr	

