

## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO:** STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

**DATE:** 14TH NOVEMBER 2018

**SUBJECT:** MONITORING PROVISION AND STANDARDS - CAERPHILLY SCHOOL INSPECTION REPORTS

### **A PURPOSE OF REPORT**

To consider the main findings of Caerphilly inspection reports with regards to religious education, spiritual development and collective worship.

### **B BACKGROUND**

#### **SACRE Synopsis: Main findings**

This synopsis for Caerphilly SACRE provides information about spiritual development, collective worship and any comments made in relation to religious education in the inspection reports of schools inspected in the local authority during 2017-2018.

This synopsis considers the inspection findings of two infant schools, nine primary schools and two secondary schools.

#### **Main findings - Spiritual Development**

Comments in relation to spiritual development are evident in eight out of thirteen inspection reports.

#### **Collective Worship**

##### **Meeting statutory requirements:**

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements. Ten schools inspected during 2017-2018 meet statutory requirements in relation to collective worship. Three schools are not complying with the legal requirement. Estyn has made providing an act of daily collective worship in the report of one of the schools.

##### **Quality:**

There is reference to the quality of collective worship in seven inspection report and good features are highlighted. Acts of collective worship:

- are pupil led
- support pupils to reflect on how to be kind and understanding, and to develop a suitable awareness of issues around bullying
- enable develop their confidence and resilience
- promotes pupils' understanding of values such as honesty, tolerance and co-operation effectively
- contribute strongly to pupils' moral and social development
- supports its anti-bullying strategies and the importance of friendship very well
- provide beneficial opportunities for pupils to reflect on values such as courage, friendship and kindness, thereby promoting their spiritual and moral development effectively.

**Estyn Recommendations**

Estyn made recommendations with regards to Collective Worship in one inspection report.

**C RECOMMENDATION**

For SACRE to note and discuss the inspection reports and to write to schools in response.

**D SUPPORTING INFORMATION**

Appendix 1      Caerphilly SACRE - School Inspection Reports SACRE Synopsis: 2017-2018

**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

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**Quality**

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Acts of collective worship:

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**Recommendations**

Estyn made recommendations with regards to Collective Worship in **one** inspection report.

**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
<b>Ysgol Gymraeg Penalltau</b>  <b>October 2017</b>	The school provides a comprehensive personal and social education plan that fosters aspects such as respect, tolerance and equality effectively for the pupils. This enriches pupils' spiritual, moral, social and cultural development effectively.	Yes	There is no specific mention of Collective Worship in the report	<b>Inspection area</b>	<b>Judgement</b>
				<b>Standards</b>	Good
				<b>Wellbeing and attitudes to learning</b>	Good
				<b>Teaching and learning experiences</b>	Good
				<b>Care, support and guidance</b>	Good
				<b>Leadership and management</b>	Good
				<p>All of the school's stakeholders work together effectively to create a caring, active and respectful ethos.</p> <p>Members of the school council and the eco council are enthusiastic groups of pupils and their ideas also have a prominent place in the life of the school. They organise fundraising activities for a number of charities and this has a positive effect on their awareness of the needs of others. Many pupils contribute extensively in the community and play a prominent and important part in social events and competitions locally, such as carol singing at the local supermarket and the Menter Caerffili Christmas Fair.</p> <p>The school provides pupils with rich opportunities to perform at school and in the local community and fosters well their self-confidence and ability to work with their peers. Effective examples of this include sports competitions, taking part in the Ffiliffest festival and carol singing at the local church.</p> <p>Nearly all pupils enjoy the life and work of the school and feel safe within the caring, inclusive and supportive ethos that exists</p>	

**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

				<p>there. They are happy at school and eager to attend each day. The behaviour of nearly all pupils is particularly good in the classrooms and around the school. They are courteous and welcoming towards each other and towards staff and visitors. This contributes substantially to creating an effective learning environment. Most pupils are very caring towards each other and show respect for others during break times and lunch time.</p> <p>The school provides a comprehensive personal and social education plan that fosters aspects such as respect, tolerance and equality effectively for the pupils. This enriches pupils' spiritual, moral, social and cultural development effectively. It organises visitors and rich educational visits that contribute successfully to pupils' understanding of their social responsibilities.</p>												
<b>School and date of inspection</b>	<b>Spiritual Development</b>	<b>CW: meeting legal requirements</b>	<b>CW: quality</b>	<b>Other comments / issues / religious education / cultural development / community links</b>												
<b>Hendre Junior School</b>  <b>November 2017</b>	There was no direct mention of spiritual development in the report	Yes	Members of the Criw Cymraeg and school council led a lively assembly to introduce the Welsh phrase of the week	<table border="1"> <thead> <tr> <th><b>Inspection area</b></th> <th><b>Judgement</b></th> </tr> </thead> <tbody> <tr> <td><b>Standards</b></td> <td>Good</td> </tr> <tr> <td><b>Wellbeing and attitudes to learning</b></td> <td>Good</td> </tr> <tr> <td><b>Teaching and learning experiences</b></td> <td>Good</td> </tr> <tr> <td><b>Care, support and guidance</b></td> <td>Good</td> </tr> <tr> <td><b>Leadership and management</b></td> <td>Good</td> </tr> </tbody> </table> <p>A range of educational trips and visits, for example to local museums, historical sites, places of worship and science exhibitions, enrich pupils' learning experiences.</p> <p>The school is a very caring nurturing environment with respectful working relationships between adults and pupils evident throughout all year groups.</p>	<b>Inspection area</b>	<b>Judgement</b>	<b>Standards</b>	Good	<b>Wellbeing and attitudes to learning</b>	Good	<b>Teaching and learning experiences</b>	Good	<b>Care, support and guidance</b>	Good	<b>Leadership and management</b>	Good
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**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

				<p>The school is very successful in developing pupils as global citizens. The school's eco-committee led a very impressive project, which raised money for the creation of a borehole to provide fresh clean water for a partner school in Lesotho.</p> <p>Leaders and staff share a vision based on the core values of pride, belonging and collaboration, within a clear leadership structure.</p> <p>the eco group have influenced the curriculum by enhancing pupils' knowledge of recycling, renewable energy, climate change and fairtrade through regular 'Go Green' days organised by the pupils.</p>												
<b>School and date of inspection</b>	<b>Spiritual Development</b>	<b>CW: meeting legal requirements</b>	<b>CW: quality</b>	<b>Other comments / issues / religious education / cultural development / community links</b>												
<b>Llanfabon Infants School</b> <b>November 2017</b>	There is no direct reference to spiritual development in the report	No	<p>The school does not ensure that all pupils attend assembly and so it does not comply fully with daily act of collective worship requirements.</p> <p>Through helpful topic work and assemblies, staff support pupils to reflect on how to be kind and understanding, and to develop a suitable awareness of issues around bullying.</p>	<table border="1"> <thead> <tr> <th><b>Inspection area</b></th> <th><b>Judgement</b></th> </tr> </thead> <tbody> <tr> <td><b>Standards</b></td> <td>Adequate and needs improvement</td> </tr> <tr> <td><b>Wellbeing and attitudes to learning</b></td> <td>Adequate and needs improvement</td> </tr> <tr> <td><b>Teaching and learning experiences</b></td> <td>Adequate and needs improvement</td> </tr> <tr> <td><b>Care, support and guidance</b></td> <td>Adequate and needs improvement</td> </tr> <tr> <td><b>Leadership and management</b></td> <td>Unsatisfactory and needs urgent improvement</td> </tr> </tbody> </table> <p><b>Religious Education:</b> The curriculum provides suitable opportunities for pupils to learn about different cultures and faiths. For example, during multicultural week pupils produce fact files about different countries, create artefacts and taste food from around the world.</p>	<b>Inspection area</b>	<b>Judgement</b>	<b>Standards</b>	Adequate and needs improvement	<b>Wellbeing and attitudes to learning</b>	Adequate and needs improvement	<b>Teaching and learning experiences</b>	Adequate and needs improvement	<b>Care, support and guidance</b>	Adequate and needs improvement	<b>Leadership and management</b>	Unsatisfactory and needs urgent improvement
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**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

			<p>Across the school, many pupils develop a suitable understanding of simple Welsh words and phrases. They join in enthusiastically, for instance to sing a simple Welsh song in assembly or to use repeated phrases confidently during registration.</p> <p>By taking on simple responsibilities, for example as 'helpwr heddiw' and taking part in assembly, many pupils are beginning to develop their confidence and resilience.</p>	<p>Most pupils are kind and caring towards one another. They have strong working relationships with staff and they are happy and well settled in school. In general, pupils behave well as they move around the building and are courteous to visitors and to other adults such as the canteen staff.</p> <p>The school fosters shared values such as friendship, honesty and fairness well, and encourages older pupils to reflect on these in their written work.</p> <p>Across the school, pupils are developing a beneficial awareness of fairness and the importance of treating others with respect, such as through their recent anti-bullying focus.</p> <p>There are insufficient opportunities to enrich pupils' learning through visits to places of interest in the local community and learning from visitors.</p> <p>The school develops pupils' understanding of the culture and history of Wales suitably. For example, pupils explore the character of Mary Jones through role-play.</p>	
<b>School and date of inspection</b>	<b>Spiritual Development</b>	<b>CW: meeting legal requirements</b>	<b>CW: quality</b>	<b>Other comments / issues / religious education / cultural development / community links</b>	
<b>Abercarn Primary School</b> <b>November 2017</b>	The school is a safe, happy and caring community that nurtures pupils' personal, social, spiritual and cultural skills well.	Yes	There is no reference to the quality of collective worship in the report.	<b>Inspection area</b>	<b>Judgement</b>
				<b>Standards</b>	Good
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**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

				<p>There is a strong inclusive, caring and supportive ethos of trust and teamwork.</p> <p>The most able empathise with characters in texts they read. As a result, they understand how lonely and sad it was for soldiers at Christmas, fighting in the trenches in the Second World War.</p> <p>Nearly all pupils behave very well in class and around the school. They are polite and friendly, and treat other children and adults with respect. They understand and abide consistently by the school rules. Nearly all pupils feel that they are treated fairly by adults and are confident to contact 'school buddies' or staff if they are worried or concerned. Nearly all co-operate very well in lessons when working in pairs and groups. As a result, nearly all pupils feel safe and happy in school.</p> <p>Staff explain clearly the activities that pupils will undertake and the goals that they should achieve. They question pupils skilfully to check on their progress during lessons and to challenge them to think more deeply.</p> <p>Staff promote pupils' cultural development well through a broad range of musical, dance, and artistic experiences, for example through cultural experience days.</p>										
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<b>Penllwyn Primary School</b>  <b>January 2018</b>	The school has effective arrangements to support pupils' wellbeing. It is a caring community that nurtures pupils' personal and social skills well. There is a clear focus on	Yes	The school promotes pupils' understanding of values such as honesty, tolerance and co-operation effectively. The curriculum, daily routines, and acts of	<table border="1"> <thead> <tr> <th><b>Inspection area</b></th> <th><b>Judgement</b></th> </tr> </thead> <tbody> <tr> <td><b>Standards</b></td> <td>Good</td> </tr> <tr> <td><b>Wellbeing and attitudes to learning</b></td> <td>Good</td> </tr> <tr> <td><b>Teaching and learning experiences</b></td> <td>Good</td> </tr> <tr> <td><b>Care, support and guidance</b></td> <td>Good</td> </tr> </tbody> </table>	<b>Inspection area</b>	<b>Judgement</b>	<b>Standards</b>	Good	<b>Wellbeing and attitudes to learning</b>	Good	<b>Teaching and learning experiences</b>	Good	<b>Care, support and guidance</b>	Good
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	developing pupils' moral and spiritual wellbeing.		collective worship contribute well in developing these aspects.	<table border="1"> <tr> <td><b>Leadership and management</b></td> <td>Good</td> </tr> <tr> <td colspan="2"> <p>Pupils have developed an understanding of Hindu culture through a recent whole school celebration on the festival of Diwali.</p> <p>Nearly all pupils understand the school's values of 'achieve, care and enrich'. They show care and kindness towards each other. They are polite and welcoming to adults and visitors.</p> <p>They also enjoy a good range of other clubs, such as dance, drama, art and cookery, which allows them to socialise and develop new skills outside of school hours.</p> <p>The school delivers a successful wellbeing programme that helps many pupils to improve their confidence and to achieve success in their learning.</p> <p>The school provides pupils with appropriate opportunities to be active in the local community. For example, pupils participate in local concerts as part of the school choir.</p> </td> </tr> </table>	<b>Leadership and management</b>	Good	<p>Pupils have developed an understanding of Hindu culture through a recent whole school celebration on the festival of Diwali.</p> <p>Nearly all pupils understand the school's values of 'achieve, care and enrich'. They show care and kindness towards each other. They are polite and welcoming to adults and visitors.</p> <p>They also enjoy a good range of other clubs, such as dance, drama, art and cookery, which allows them to socialise and develop new skills outside of school hours.</p> <p>The school delivers a successful wellbeing programme that helps many pupils to improve their confidence and to achieve success in their learning.</p> <p>The school provides pupils with appropriate opportunities to be active in the local community. For example, pupils participate in local concerts as part of the school choir.</p>									
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<b>Lewis School Pengam</b>  <b>January 2018</b>	There is no direct reference to spiritual development in the report.	The school does not meet the requirements to provide a daily act of collective worship.	Recommendation: Provide a daily act of collective worship	<table border="1"> <tr> <td><b>Inspection area</b></td> <td><b>Judgement</b></td> </tr> <tr> <td><b>Standards</b></td> <td>Adequate and needs improvement</td> </tr> <tr> <td><b>Wellbeing and attitudes to learning</b></td> <td>Adequate and needs improvement</td> </tr> <tr> <td><b>Teaching and learning experiences</b></td> <td>Adequate and needs improvement</td> </tr> <tr> <td><b>Care, support and guidance</b></td> <td>Adequate and needs improvement</td> </tr> <tr> <td><b>Leadership and management</b></td> <td>Adequate and needs improvement</td> </tr> </table>	<b>Inspection area</b>	<b>Judgement</b>	<b>Standards</b>	Adequate and needs improvement	<b>Wellbeing and attitudes to learning</b>	Adequate and needs improvement	<b>Teaching and learning experiences</b>	Adequate and needs improvement	<b>Care, support and guidance</b>	Adequate and needs improvement	<b>Leadership and management</b>	Adequate and needs improvement
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**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

				<p>Lewis School Pengam has an inclusive ethos where most pupils feel safe and part of a community.</p> <p>The majority of teachers plan a suitable range of carefully-sequenced tasks and use resources effectively to engage pupils. These include creatively structured tasks to help pupils consider particular moral and social issues, such as the arguments for and against capital punishment. In these classes, teachers use an appropriate range of strategies to develop pupils' literacy skills.</p> <p>The school has been responsive and taken prompt actions to address concerns about pupils' wellbeing. Provision for pupils with emotional and social or behavioural needs is supported well by suitably targeted interventions and learning experiences.</p> <p>The personal and social education programme is valuable in supporting the moral, social and cultural development of pupils and is effective in promoting diversity and equality. An example of this is creation of a short film by the school's Lesbian, Gay, Bisexual, Transgender and Questioning+ (LGBTQ+) group to provide guidance for all schools in the borough.</p> <p>is a wide range of enrichment activities on offer to develop pupils' social and creative skills. These include involvement in a popular intergenerational project that provides lunches for elderly people in the community.</p>						
<b>School and date of inspection</b>	<b>Spiritual Development</b>	<b>CW: meeting legal requirements</b>	<b>CW: quality</b>	<b>Other comments / issues / religious education / cultural development / community links</b>						
<b>Greenhill Primary School</b>	There is no reference to spiritual development in the report.	Yes	Nearly all pupils' behaviour when moving around the school, during break times,	<table border="1"> <tr> <td><b>Inspection area</b></td> <td><b>Judgement</b></td> </tr> <tr> <td><b>Standards</b></td> <td>Good</td> </tr> <tr> <td><b>Wellbeing and attitudes to learning</b></td> <td>Good</td> </tr> </table>	<b>Inspection area</b>	<b>Judgement</b>	<b>Standards</b>	Good	<b>Wellbeing and attitudes to learning</b>	Good
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**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

<b>February 2018</b>			<p>morning assemblies and lessons is good.</p> <p>Assemblies, sensitive behaviour management and the school's positive values contribute strongly to pupils' moral and social development. For example, the school's encouragement for pupils to use 'kind hands and kind feet' supports its anti-bullying strategies and the importance of friendship very well.</p>	<b>Teaching and learning experiences</b>	Good
				<b>Care, support and guidance</b>	Good
				<b>Leadership and management</b>	Good
				<p>The school is a happy, caring community where members of staff have a deep understanding of individual pupils' personal and academic needs.</p> <p>Nearly all pupils are enthusiastic about coming to school, enjoy learning and work hard.</p> <p>Many pupils participate in popular extra-curricular clubs including ICT, music and art.</p> <p>Most pupils work and play together harmoniously and help each other voluntarily.</p> <p>Nearly all pupils are extremely proud of their new school and show care and respect for their environment. They have a sound understanding of the school's values. For example, their 'Be a Good Friend' display reflects their consideration for other people's needs. Pupils also care for the local neighbourhood through activities such as helping to clear litter in the village.</p> <p>The school is a safe and happy community that nurtures pupils' personal and social skills very well. A strong inclusive, caring and mutually supportive ethos promotes pupils' wellbeing effectively. Teachers and support staff know pupils well and respond to their emotional and physical needs with understanding and sensitivity.</p>	
<b>School and date of inspection</b>	<b>Spiritual Development</b>	<b>CW: meeting legal requirements</b>	<b>CW: quality</b>	<b>Other comments / issues / religious education / cultural development / community links</b>	
		Yes		<b>Inspection area</b>	<b>Judgement</b>

**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

<b>Ysgol Gymraeg Trelyn</b>  <b>March 2018</b>	The school promotes spiritual, moral, social and cultural development very successfully. A particular example of this is a monk's visit to the school to work with him on mindfulness sessions and sharing the activity with others by using a computer program.		There is no reference to the quality of collective worship in the report.	<b>Standards</b>	Good
				<b>Wellbeing and attitudes to learning</b>	Good
				<b>Teaching and learning experiences</b>	Good
				<b>Care, support and guidance</b>	Good
				<b>Leadership and management</b>	Good
				Provision for pupils' wellbeing is one of the school's strengths. Good quality support is given to pupils with specific learning needs and emotional needs.  Pupils are polite, listen carefully, and discuss and express their opinions maturely with visitors. Nearly all pupils behave well.  Pupils work together effectively to raise money for a number of charities. For example, Year 6 pupils organised a coffee morning to raise money for the Macmillan charity. This has a positive effect on their awareness of the needs of others in their community and the wider world.  Most pupils take pride in their school and their local community. They contribute extensively to a range of events, concerts and social activities, for example folk dancing at Caerphilly castle, services at the local chapel, and informing local shops about how to use the Welsh language in their businesses from day to day. Year 6 pupils are given an opportunity to visit a local chapel each week to socialise with adults with additional learning needs and the area's residents. The purpose of the visits is to have a positive effect on their awareness of the needs of others in their community and the wider world.	

**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

				<p>The school is a friendly and familial community that promotes diversity, anti-racism and fairness successfully. The strong emphasis on providing equal opportunities for all pupils is an important part of the school's life and work.</p> <p>Provision for personal and social development is strong and, as a result, most pupils develop a sound understanding of safety, personal health, mental wellbeing, respect and the importance of considering each other's views. The school provides comprehensive opportunities for pupils to express their views and feelings in a variety of ways around the school, such as the pupil's voice board in each class.</p> <p>A good range of extra-curricular experiences is provided for pupils of all ages. These include educational off-site visits, such as a visit to St Fagans, welcoming visitors to the school, such as a local artist, cultural activities and sports. There are good opportunities for pupils to perform in the community and on stage in eisteddfodau and concerts. This develops most pupils' self-confidence well and promotes effective co-operation.</p>												
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<b>Ty Isaf Infants &amp; Nursery School</b>  <b>April 2018</b>	Learning experiences provide suitable opportunities for pupils to develop their moral and spiritual awareness. For example, pupils identify key messages about respect, tolerance, diversity and right and wrong through stories from the Bible and other faiths. Activities, such as circle time, provide pupils with	Yes	There was no direct reference to the quality of collective worship in the report.	<table border="1"> <thead> <tr> <th><b>Inspection area</b></th> <th><b>Judgement</b></th> </tr> </thead> <tbody> <tr> <td><b>Standards</b></td> <td>Good</td> </tr> <tr> <td><b>Wellbeing and attitudes to learning</b></td> <td>Good</td> </tr> <tr> <td><b>Teaching and learning experiences</b></td> <td>Good</td> </tr> <tr> <td><b>Care, support and guidance</b></td> <td>Good</td> </tr> <tr> <td><b>Leadership and management</b></td> <td>Good</td> </tr> </tbody> </table> <p>Learning experiences provide suitable opportunities for pupils to develop their moral and spiritual awareness. For example, pupils</p>	<b>Inspection area</b>	<b>Judgement</b>	<b>Standards</b>	Good	<b>Wellbeing and attitudes to learning</b>	Good	<b>Teaching and learning experiences</b>	Good	<b>Care, support and guidance</b>	Good	<b>Leadership and management</b>	Good
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**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

	opportunities to reflect on important issues, for example how to engage in positive relationships.			<p>identify key messages about respect, tolerance, diversity and right and wrong through stories from the Bible and other faiths</p> <p>Older pupils retell stories successfully; they use descriptive language effectively to explain key parts of the Rama and Sita story and to describe how the characters are feeling.</p> <p>The eco council supports recycling and conservation successfully, for instance by monitoring the use of electricity.</p> <p>The school provides extensive opportunities for pupils to learn outdoors. Pupils engage in purposeful outdoor learning challenges linked to all areas of learning...Teachers make beneficial use of the forest school area to engage pupils in a range of focused activities, such as making camouflage hats and dens and noticing seasonal changes.</p> <p>The school's arrangements for the care, support and guidance of pupils are strong. They support pupils to take a full part in school life, to make good progress in learning and experience high levels of wellbeing. Staff establish effective working relationships with pupils. They manage pupils' behaviour positively and nurture enthusiasm for learning, play and friendship.</p>										
<b>School and date of inspection</b>	<b>Spiritual Development</b>	<b>CW: meeting legal requirements</b>	<b>CW: quality</b>	<b>Other comments / issues / religious education / cultural development / community links</b>										
<b>Maesycwmmmer Primary School</b> <b>April 2018</b>	Daily acts of collective worship provide beneficial opportunities for pupils to reflect on values such as courage, friendship and kindness, thereby promoting their spiritual and moral development effectively.	Yes	Daily acts of collective worship provide beneficial opportunities for pupils to reflect on values such as courage, friendship and kindness, thereby promoting their	<table border="1"> <thead> <tr> <th><b>Inspection area</b></th> <th><b>Judgement</b></th> </tr> </thead> <tbody> <tr> <td><b>Standards</b></td> <td>Good</td> </tr> <tr> <td><b>Wellbeing and attitudes to learning</b></td> <td>Good</td> </tr> <tr> <td><b>Teaching and learning experiences</b></td> <td>Good</td> </tr> <tr> <td><b>Care, support and guidance</b></td> <td>Good</td> </tr> </tbody> </table>	<b>Inspection area</b>	<b>Judgement</b>	<b>Standards</b>	Good	<b>Wellbeing and attitudes to learning</b>	Good	<b>Teaching and learning experiences</b>	Good	<b>Care, support and guidance</b>	Good
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**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

			<p>spiritual and moral development effectively.</p> <p>Most pupils relish taking on various responsibilities and develop good independence. For example, older pupils support younger pupils as play leaders for the foundation phase during break times and as mentors to more vulnerable pupils through the school. The Criw Cymraeg routinely lead the Wednesday morning whole-school assembly in Welsh songs and prayers.</p>	<table border="1"> <tr> <td><b>Leadership and management</b></td> <td>Good</td> </tr> <tr> <td colspan="2"> <p>The school provides a secure and supportive environment so that nearly all pupils are happy and feel safe. Pupils' behaviour throughout the school is exemplary and nearly all pupils show positive attitudes towards their learning.</p> <p>Relationships between individuals and between adults and pupils are extremely positive and mutually supportive. Pupils behave well in lessons, while moving around the school, and during break times. They are polite and welcoming towards visitors and show pride when talking about their school.</p> <p>Staff supplement the curriculum well with a wide range of visits and visitors that link closely to current topics and to enhance pupils' experiences effectively. A useful number of extra-curricular activities support and extend learning opportunities well. For example, they participate enthusiastically in sports, cookery and gardening clubs. The forest school activities promote beneficial outdoor learning opportunities for pupils to raise their awareness of environmental issues successfully.</p> <p>The school has a strong family ethos where pupils and staff show care and respect for each other. This is a notable feature of the school and promotes pupils' social development very well. As a result, pupils feel happy and safe, have high levels of self-esteem and develop positive, mature attitudes towards their learning. The school promotes pupils' cultural development successfully through art, music and drama activities.</p> </td> </tr> </table>	<b>Leadership and management</b>	Good	<p>The school provides a secure and supportive environment so that nearly all pupils are happy and feel safe. Pupils' behaviour throughout the school is exemplary and nearly all pupils show positive attitudes towards their learning.</p> <p>Relationships between individuals and between adults and pupils are extremely positive and mutually supportive. Pupils behave well in lessons, while moving around the school, and during break times. They are polite and welcoming towards visitors and show pride when talking about their school.</p> <p>Staff supplement the curriculum well with a wide range of visits and visitors that link closely to current topics and to enhance pupils' experiences effectively. A useful number of extra-curricular activities support and extend learning opportunities well. For example, they participate enthusiastically in sports, cookery and gardening clubs. The forest school activities promote beneficial outdoor learning opportunities for pupils to raise their awareness of environmental issues successfully.</p> <p>The school has a strong family ethos where pupils and staff show care and respect for each other. This is a notable feature of the school and promotes pupils' social development very well. As a result, pupils feel happy and safe, have high levels of self-esteem and develop positive, mature attitudes towards their learning. The school promotes pupils' cultural development successfully through art, music and drama activities.</p>	
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	The school promotes pupils' spiritual, social, cultural and	Yes	Pupils enjoy taking on additional	<b>Inspection area</b>	<b>Judgement</b>			
				<b>Standards</b>	Good			

**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

<p><b>White Rose Primary School</b></p> <p><b>May 2018</b></p>	<p>moral development well through a range of whole-school and class activities. For example, the annual school Eisteddfod gives pupils opportunities to celebrate the benefits of living in Wales and pupils take part in an annual Christingle service at a local church.</p>		<p>responsibilities where they represent other pupils on committees, including the school's eco team, school council, and as play leaders. Through these groups, pupils have a strong input into decision-making at the school. For example, following a school council survey on improving collective worship, Year 6 pupils now plan and lead worship each Friday.</p>	<p><b>Wellbeing and attitudes to learning</b></p>	<p>Good</p>
				<p><b>Teaching and learning experiences</b></p>	<p>Good</p>
				<p><b>Care, support and guidance</b></p>	<p>Good</p>
				<p><b>Leadership and management</b></p>	<p>Good</p>
				<p>Nearly all pupils enjoy attending school and have positive attitudes towards learning. They are polite, friendly and helpful to one another and adults. They speak with pride of their school and are keen to do well. Nearly all pupils feel safe in school and know that if they have worries they can go to an adult for help. Many older pupils have a thorough knowledge of their rights and responsibilities in relation to the United Nations Convention on the Rights of the Child.</p> <p>Nearly all pupils have a sound understanding of different cultures and are becoming well-informed global citizens. For example, they celebrate festivals such as the Chinese New Year and have strong links with a school in Uganda. Pupils have a good understanding of the importance of fair trade. For example, older pupils create useful posters to help younger pupils understand the concept of fairness.</p> <p>The school is an integral part of the local community and pupils take part enthusiastically in a wide range of community activities. For example, staff invite members of the local community to an end-of-year presentation afternoon to celebrate Year 6 pupils' success. Visitors from the local area help to raise pupils' aspirations, broaden their horizons and challenge stereotypes. For example, recent Welsh Commonwealth Games boxing gold medal winner Lauren Price spoke to pupils about her achievements.</p>	

**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links													
<p><b>Heolddu Comprehensive School</b>  <b>May 2018</b></p>	<p>The school promotes pupils' spiritual, moral, social and cultural development appropriately, for example through tutor periods, assemblies and visits from guest speakers.</p>	<p>No</p>	<p>The school promotes pupils' spiritual, moral, social and cultural development appropriately, for example through tutor periods, assemblies and visits from guest speakers...However, the school does not meet fully the statutory requirement for a daily act of collective worship. (This was not made a recommendation for the school)</p>	<table border="1"> <thead> <tr> <th data-bbox="1370 306 1794 339">Inspection area</th> <th data-bbox="1794 306 2159 339">Judgement</th> </tr> </thead> <tbody> <tr> <td data-bbox="1370 339 1794 411"><b>Standards</b></td> <td data-bbox="1794 339 2159 411">Adequate and needs improvement</td> </tr> <tr> <td data-bbox="1370 411 1794 483"><b>Wellbeing and attitudes to learning</b></td> <td data-bbox="1794 411 2159 483">Good</td> </tr> <tr> <td data-bbox="1370 483 1794 555"><b>Teaching and learning experiences</b></td> <td data-bbox="1794 483 2159 555">Adequate and needs improvement</td> </tr> <tr> <td data-bbox="1370 555 1794 595"><b>Care, support and guidance</b></td> <td data-bbox="1794 555 2159 595">Good</td> </tr> <tr> <td data-bbox="1370 595 1794 667"><b>Leadership and management</b></td> <td data-bbox="1794 595 2159 667">Adequate and needs improvement</td> </tr> </tbody> </table>		Inspection area	Judgement	<b>Standards</b>	Adequate and needs improvement	<b>Wellbeing and attitudes to learning</b>	Good	<b>Teaching and learning experiences</b>	Adequate and needs improvement	<b>Care, support and guidance</b>	Good	<b>Leadership and management</b>	Adequate and needs improvement
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<p>Heolddu Comprehensive School is a caring learning community that promotes inclusivity and wellbeing successfully. Pupils are proud to belong to the Heolddu school community. Most pupils are courteous and respectful towards staff, visitors and fellow pupils. They behave well, arrive promptly to lessons and demonstrate positive attitudes to learning, although a minority lack suitable levels of resilience.</p>																	
<p>Pupils, including the sixth form leadership team, make a strong contribution to the life and work of Heolddu. This includes the school council's involvement in the educational and pastoral life of the school. For example, it helps to determine the school's core values and to influence behaviour policies. The sixth form wellbeing team helps to reinforce the school's values and culture enthusiastically. This group supports younger pupils well such as in their roles as mentors, reading buddies, and charity and sports' co-ordinators.</p>																	
<p>Most pupils develop successfully as ethical and informed citizens. They contribute valuably to raising money for local and national</p>																	

**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

				<p>charities, such as the Rhymney Food Bank, Merthyr Tydfil Night Shelter and Books2Africa.</p> <p>The curriculum is adapted effectively to meet the needs of more vulnerable pupils. It supports this group of pupils well and enables them to secure positive outcomes. As a result, in the last three years, no pupil has left the school without a recognised qualification.</p> <p>The school provides a suitable range of extra-curricular opportunities that contributes well to pupils' personal and social development. This programme includes worthwhile opportunities for pupils to pursue creative and cultural interests in aspects such as art and design, photography, gardening, debating and technology, or to take part in educational visits such as geographical field trips to Iceland and Italy.</p> <p>The personal, social and health education programme contributes well to pupils' understanding of the importance of tolerance and respect for others, and to celebrating diversity. This programme encourages pupils to reflect on their personal values and responsibilities.</p> <p>The range of charity projects that pupils support contributes well to the development of their empathy and understanding of social and ethical issues.</p>						
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<b>Pentwynmawr Primary School</b>	There was no reference to spiritual development in the report	Yes	There was no direct reference to collective worship in the report.	<table border="1"> <tr> <td><b>Inspection area</b></td> <td><b>Judgement</b></td> </tr> <tr> <td><b>Standards</b></td> <td>Good</td> </tr> <tr> <td><b>Wellbeing and attitudes to learning</b></td> <td>Adequate and needs improvement</td> </tr> </table>	<b>Inspection area</b>	<b>Judgement</b>	<b>Standards</b>	Good	<b>Wellbeing and attitudes to learning</b>	Adequate and needs improvement
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**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

July 2018				<b>Teaching and learning experiences</b>	Good
				<b>Care, support and guidance</b>	Adequate and needs improvement
				<b>Leadership and management</b>	Adequate and needs improvement
				<p>Many pupils are friendly and considerate to others and older pupils act as positive role models for the younger pupils. Many pupils behave well in class and around the school.</p> <p>The school arranges appropriate opportunities for pupils to visit local places of interest, for instance Caerphilly castle, the Winding House at Tredegar and Brecon Mountain Railway. Older pupils attend the residential centre at Ynys Hywel. These experiences have a positive influence on pupils' learning and personal and social skills. The school also nurtures pupils' creative skills well. For example, older pupils work successfully with a local artist to create attractive murals.</p> <p>In the foundation phase, staff provide focused, continuous and enhanced activities that include regular opportunities for pupils to role play, investigate and practise their creative and physical skills. There are increasing opportunities for pupils to enrich their experiences in the outdoor learning environment.</p> <p>The school provides a suitable range of opportunities for pupils to develop their creative skills. For example, local artists occasionally visit and there are musical lessons for a few pupils. In addition, as part of the lead creative schools scheme, staff help to promote the creativity of pupils through various projects. For example, older pupils research circus skills and produce effective pieces of writing based on this theme.</p>	

**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017-2018**

<b>Outcome of Estyn Reviews</b>	
<b>Blackwood Comprehensive School November 2017</b>	The school is judged to have made sufficient progress in addressing the recommendations from the Section 28 inspection. The school has been removed from the list of schools requiring Estyn review. There will be no further monitoring activity in relation to this inspection.
<b>Park Primary School October 2017</b>	The school is judged to have made sufficient progress in addressing the recommendations from the Section 28 inspection. The school has been removed from the list of schools requiring Estyn review. There will be no further monitoring activity in relation to this inspection.
<b>St James Primary May 2018</b>	The school is judged to have made sufficient progress in addressing the recommendations from the Section 28 inspection. The school has been removed from the list of schools requiring Estyn review. There will be no further monitoring activity in relation to this inspection.
<b>Lewis Girls' Comprehensive School May 2018</b>	Lewis Girls' Comprehensive School Outcome of Estyn review The school is judged to have made sufficient progress in addressing the recommendations from the Section 28 inspection. The school has been removed from the list of schools requiring Estyn review. There will be no further monitoring activity in relation to this inspection.