

## **CAERPHILLY COUNTY BOROUGH COUNCIL**

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

**DATE: 6TH MARCH 2019**

**SUBJECT MONITORING PROVISION AND STANDARDS - CAERPHILLY  
SCHOOL INSPECTION REPORTS (AUTUMN 2018)**

### **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 Autumn Term 2018. This synopsis considers the inspection findings of four primary school, one junior school and one secondary school.

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

Comments in relation to spiritual development are evident in **four** out of six 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. All schools inspected during Autumn Term 2018 meet statutory requirements in relation to collective worship.

##### **Quality**

There is reference to the quality of collective worship in **two** inspection report and good features are highlighted.

Acts of collective worship:

- promote pupils' spiritual and moral development effectively
- enable pupils to participate actively, listen carefully to the messages and act upon them
- provide valuable opportunities for pupils to reflect on how they should treat others and to think of others less fortunate than themselves

#### **Estyn Recommendations**

Estyn made a recommendation with regards to Religious Education in **one** school:

**Estyn Recommendation: Ensure that the teaching of religious education meets requirements. Teachers' planning does not meet the requirements for teaching religious education well enough.**

There were no recommendations with regards to Spiritual Development or Collective Worship.

**C RECOMMENDATION**

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

**D SUPPORTING INFORMATION**

Appendix 1 School Inspection Reports SACRE Synopsis: Autumn Term 2018

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: Autumn Term 2018

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There is reference to the quality of collective worship in **two** inspection report and good features are highlighted.

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**Recommendations**

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**Estyn Recommendation: Ensure that the teaching of religious education meets requirements. Teachers' planning does not meet the requirements for teaching religious education well enough.**

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**Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: Autumn Term 2018**

School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
<b>Llancaeath Juniors</b>  <b>Nov 2018</b>	There is no direct mention of spiritual development. Though personal, moral and social education are highlighted.	YES	There is no direct reference to 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>Pupils have worthwhile opportunities to develop their understanding of moral and social matters. The school's personal and social education programme contributes well to developing these aspects. There are well-developed opportunities for pupils to build their awareness and understanding of other cultures, for example, Year 3 pupils learn about the lives of people in India. Older pupils use their knowledge of perimeters, circumferences and circles successfully to create mandalas when studying different religious faiths.</p> <p>The curriculum promotes Welsh history and culture successfully and provides a clear focus on the Welsh heritage and local places of interest. This contributes well to pupils' understanding of their local area, their history and culture. For example, pupils visit Llancaeath Fawr, Big Pit and the Rhondda Heritage Centre and they study a wide range of Welsh landscape artists, such as Kyffin Williams. Members of the community often visit the school, for example to describe their wartime experiences.</p> <p>Members of various pupil groups, such as the 'wellbeing warriors', talk passionately about their role to improve outcomes for pupils in the school. Most pupils develop well as ethical and informed citizens, for example through fundraising activities, such as the 'wear red' day, that they organise in support of a local hospital. Pupils display care for others in their community, for example when</p>	

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				<p>playing board games with the residents of a local residential care home.</p> <p>Nearly all pupils are polite, behave well and treat one another, staff and visitors with high levels of respect. They interact harmoniously during breaktimes and participate co-operatively in team games, such as football and rugby, for extended periods of time. Pupils are quick to help each other and the playground buddies help to keep everyone happy on the school yard.</p> <p>The school is a caring environment where pupils feel valued, safe and happy. Pupils have many opportunities to contribute to the life and work of the school. This is a notable feature and encourages pupils to develop positive attitudes to learning.</p> <p>Teachers have suitable opportunities to share good practice within the cluster of local schools. For example, a joint project with local schools to improve pupils' wellbeing has enhanced pupils' self-confidence and resulted in very positive attitudes to school life.</p> <p>The school provides pupils with many valuable opportunities to undertake leadership roles, that have a positive impact on their wellbeing and on the day-to-day life of the school. For example, pupil groups, such as the wellbeing warriors, curriculum team, digital leaders and the criw Cymraeg, devise their own action plans to bring about improvements to the school's provision. The headteacher meets regularly with members of the pupils' executive team to ensure that actions are planned carefully. Pupil groups introduce important improvements to the school's provision, such as devising a list of 'non-negotiables' that appears on the success criteria in pupils' books. This is a strong aspect of the school's work.</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>Graig y Rhacca Primary</b>  <b>November 2018</b>	School assemblies promote pupils' spiritual development effectively. Pupils participate actively, listen carefully to the messages and act upon them.	Yes	School assemblies promote pupils' spiritual development effectively. Pupils participate actively, listen carefully to the	<b>Inspection area</b>	<b>Judgement</b>
				<b>Standards</b>	Good
				<b>Wellbeing and attitudes to learning</b>	Good
				<b>Teaching and learning</b>	Good

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			messages and act upon them.	<b>experiences</b>	
				<b>Care, support and guidance</b>	Excellent
				<b>Leadership and management</b>	Good
				<p><b>Estyn Recommendation: Ensure that the teaching of religious education meets requirements.</b>  <b>Teachers' planning does not meet the requirements for teaching religious education well enough.</b></p> <p>The school promotes pupils' moral and social development very successfully. Through studying different cultures, pupils have valuable opportunities to develop their understanding of the wider world and respect for diversity.</p> <p>A wide range of enriching learning experiences nurtures pupils' cultural understanding. The school provides many good quality opportunities for pupils to experience life outside the school environment and is passionate about preparing them to be ambitious, positive and active citizens. For example, older pupils write and perform protest songs in the local community about homelessness.</p> <p>The school is an inclusive community, which values, respects and nurtures all of its members very successfully. There is a culture of outstanding care, ambition, equality and pride. This results in pupils who display remarkable respect towards each other, and become active members of the school family. An exceptional feature is the way the school integrates personal and social education into every aspect of its life.</p> <p>There are suitable opportunities for pupils to learn about the culture and heritage of Wales. For example, pupils study aspects of a different part of Wales when they look at the geography of the Brecon Beacons. They worked with a local artist to produce landscapes of the beacons that they displayed for parents.</p> <p>Standards of pupils' wellbeing are high and pupils enjoy coming to school and appreciate what the school has to offer. Staff provide pupils with an extremely high standard of care and anticipate their needs well. There is an exceptionally warm and caring atmosphere</p>	

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				in the school and this helps all pupils to feel valued. Teachers provide interesting learning experiences and enhance these well through trips, visits and engagement with the local community. They support individual pupils well to reach their potential.	
<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>Phillipstown Primary</b>  <b>Nov 2018</b>	The school develops pupils' spiritual, moral and social development effectively. It promotes respect and tolerance well through planned lessons, pupils' voice groups and charity events.	YES	There is no direct reference to Collective Worship in the report	<b>Inspection area</b>	<b>Judgement</b>
				<b>Standards</b>	
				<b>Wellbeing and attitudes to learning</b>	
				<b>Teaching and learning experiences</b>	
				<b>Care, support and guidance</b>	
				<b>Leadership and management</b>	
				The school is a caring, supportive and inclusive community where nearly all pupils feel that staff treat them fairly and with respect. Staff know pupils well and create a nurturing ethos that helps to build pupils' confidence and self-esteem. There is an increasing emphasis on developing pupils' understanding of their human rights and this is having a positive impact on their behaviour and attitudes. The school also encourages pupils to understand about equality, diversity and global issues appropriately. For example, it has taken a leading role in the Global Learning Programme of Wales. This is helping to raise pupils' awareness of world poverty and sustainability effectively.	
				The school ensures that pupils have good opportunities to learn about their locality and the culture and heritage of Wales. For example, the school celebrates St David's and St Dwynwen's Days and pupils regularly contribute to Welsh history workshops. There are annual residential visits to the Urdd centre at Llangrannog. However, there are too few opportunities for pupils to use and improve their Welsh skills outside of designated Welsh lessons. The acting headteacher has worked appropriately with the acting	

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				<p>deputy headteacher, seconded from another school, to address these and has placed pupils’ wellbeing at the centre of the school’s work. Staff and governors share this vision and succeed in creating an inclusive community for pupils.</p> <p>The school has established a range of worthwhile pupil groups, which help to improve aspects of school life. Pupils have a strong voice in the school and they feel that school leaders listen to them well. For example, various pupil groups are successful in encouraging pupils’ physical activity, improving the school environment and supporting pupil and parent ICT skills. Visitors to the school and school governors provide additional, positive role models for the pupils and share real-life experiences of citizenship. For example, elected local officials visit the school to talk about their role in local government.</p> <p>Most pupils behave well in lessons and around the school. They are polite and well mannered, greet adults happily and show courtesy to others. Most share equipment in class and on the yard supportively and act responsibly to keep themselves and others safe. Most pupils interact well with pupils outside of their usual classes during ‘Flip It Up’ enrichment activities.</p> <p>Provision for pupils with additional learning needs is good.</p> <p>Appropriately-trained staff deliver a suitable range of intervention programmes to improve targeted pupils’ literacy, numeracy and emotional skills.</p>	
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
Risca Primary  Nov 2018	The school’s well-planned personal and social education programme develops pupils’ spiritual, moral, social and cultural development well.	Yes	Regular school assemblies, charity fundraising and learning activities provide valuable opportunities for pupils to reflect on how they should treat others and to think of others less fortunate than themselves. For example,	Inspection area	Judgement
				Standards	Excellent
				Wellbeing and attitudes to learning	Good
				Teaching and learning experiences	Excellent
				Care, support and guidance	Good
				Leadership and management	Excellent



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			the school's sponsorship of a school in Africa helps to improve pupils' understanding of diversity and their roles as global citizens.	<p>The school's provision and ethos help to ensure that nearly all pupils' behaviour is exemplary. Staff treat all pupils with respect and encourage them to become enthusiastic learners. As a result, nearly all pupils are polite and well-mannered, showing respect for those around them.</p> <p>Pupil leadership groups have a positive impact on school life. For example, members of the school council organise beneficial activities during anti-bullying week and the digital leaders lead internet safety assemblies reinforcing the need for pupils to keep safe online. Playground buddies support their peers very well.</p> <p>The school provides many opportunities for pupils to undertake leadership roles. There is an active eco club, a school council, school ambassadors, a Criw Cymraeg and digital leaders. This results in pupils having a strong sense of pride and ownership of their school.</p> <p>The school provides excellent opportunities for pupils to develop their expressive and creative skills. This contributes highly effectively towards ensuring that pupils enjoy their learning experiences and show high levels of motivation and interest in their work. For example, following the visit of two evacuees to talk about their wartime experiences, pupils created an animated film and performed a play to reflect on their experiences purposefully.</p> <p>The school tracks pupils' wellbeing through a range of purposeful measures. It has beneficial strategies for pupils experiencing social or emotional difficulties and require support.</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>Fleur-De-Lys Primary School</b>  <b>October 2018</b>	There is no direct mention of Spiritual Development in the report	Yes	There is no direct reference to Collective Worship in the report	<b>Inspection area</b>	Good
				<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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				<p>The school provides a welcoming and caring ethos in a safe and secure learning environment. Staff treat all pupils equally and fairly. In the reception and Year 1 class many recall stories and participate with good understanding when asked by their teacher to identify true or false facts about Noah and his ark.</p> <p>Pupils of all ages play well together on the playgrounds happily. Nearly all share spaces fairly and play football and use other equipment safely and with reasonable concern for each other. Pupils throughout the school take on roles of responsibility purposefully. Many speak enthusiastically about the range of leadership roles available to them, including 'Cryw Cymraeg', digital leaders and the eco-council as well other monitor duties. The school council meets regularly and its members are elected by secret ballot.</p> <p>Pupils have a good awareness of these roles and know what their representatives do and how they contribute to their school life. For example, they know the eco-council is currently helping the school work towards an award and that this helps them learn about sustainability.</p> <p>Foundation phase teachers take full account of the principles of the foundation phase in their planning of lessons. All have a strong understanding of how best to develop learning for young children. They create stimulating learning environments indoors and outdoors that provide varied opportunities for pupils to choose learning activities. For example, on 'Wild Wood Wednesdays' teachers exploit skilfully the wooded environment in the school grounds to explore themes of autumn and colour.</p> <p>The school celebrates St David's Day with an eisteddfod and pupils visit local places of interest, such as the Roman remains at Caerleon and Cardiff Castle. The school provides valuable opportunities for pupils to learn traditional tales, such as Gelert and Llyn Y Fan Fach and to study lives of Welsh poets, artists and sports personalities. As a result, pupils have a good awareness of their Welsh identity.</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>

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<b>Islwyn High School</b>	Overall, Islwyn High School has a supportive ethos that promotes the wellbeing of pupils appropriately. Pupils' spiritual and moral development is addressed through effective assemblies and tutor time on topics such as respect for all ages on the International Day of Older Persons.	Yes	Pupils' spiritual and moral development is addressed through effective assemblies	<b>Inspection area</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>	Good
				<b>Care, support and guidance</b>	Adequate and needs improvement
				<b>Leadership and management</b>	Adequate and needs improvement
				<p>Many pupils demonstrate understanding and respect for people from different beliefs, backgrounds and traditions. For example, in religious education pupils discuss thoughtfully the importance of tolerance and develop their understanding and appreciation of different ways of life.</p> <p>Overall, Islwyn High School has a supportive ethos that promotes the wellbeing of pupils appropriately. Many pupils feel safe in school and demonstrate positive behaviour in lessons. Most pupils are respectful towards one another and to visitors. This contributes to a calm environment across the school.</p> <p>Most pupils are respectful towards one another and to staff and visitors to the school. These positive relationships underpin the inclusive, supportive ethos of the school. Many pupils are punctual and demonstrate positive behaviour in lessons. They behave well during lunchtime and break-time and this contributes to a calm environment across the school.</p> <p>Many pupils in the SSRB have positive attitudes to learning. They demonstrate joy and curiosity when exploring new tasks or experiences. For example, key stage 3 pupils take great delight in using descriptive language to describe textures and senses. The school provides a wide range of activities to develop pupils' social and creative skills. These include a school orchestra, well-attended choir and valuable school production. There are a wide range of opportunities for pupils to take regular exercise through</p>	

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				<p>the many sporting clubs, which include basketball, rugby and fitness sessions.</p> <p>There is a broad range of opportunities for pupils to share their views, for example as part of the departmental review process.</p> <p>Pupils, including the most vulnerable, can develop their leadership skills through the prefect system, as sports' leaders, by being "buddies" to younger pupils and through involvement in the school council. The school council makes a valuable contribution to school policies, such as the new behaviour policy. However, the actions of the school council are not always communicated effectively enough across the school.</p> <p>The school's arrangements for safeguarding is a cause for concern. The school procedures for keeping pupils safe from the dangers of radicalisation and extremism, are not sufficiently robust.</p> <p>Governors are supportive of the school and have a satisfactory understanding of the challenges facing the school. They have established useful committees, for example to focus on standards or wellbeing.</p>
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