Reports Autumn 2010 – Spring 2011: SACRE Synopsis

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Cwm Glas Infant School December 2010	The school promotes learners' spiritual, moral, social and cultural development effectively.	Yes	No comment in the report	The curriculum meets the requirements of the Foundation Phase, the national curriculum and the locally agreed syllabus for religious education.
Hendre Junior February 2011	No comment	Yes	No comment	None
Nant y Parc Primary November 2010	Policies and procedures effectively promote pupils' personal, spiritual, moral, social and cultural development.	Yes	Collective worship contributes very well to pupils' development, for example in the recent focus on anti-bullying issues.	None
Penllwyn Primary October 2010	Learners' spiritual, moral, social and cultural development is good.	Yes	Acts of CW promote racial equality and respect for diversity well through themes such as harvest festivals in countries around the world.	None
Pentwynmawr Primary	No comment	Yes	No comment	None
October 2010				

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Ysgol Penalltau February 2011	The provision to promote pupils' spiritual, moral, social and cultural aspects has been effectively developed and it has a positive effect on their behaviour.	Yes	No comment	None
Pontlottyn Primary – March 2011	Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development.	Yes	Racial issues, diversity and social equality are successfully promoted through assemblies.	Global citizenship is developed well through religious education and geography lessons about world religions and cultures.
Ty Sign March 2011	There is good provision for enhancing pupils' spiritual development through daily acts of worship.	Yes	Enhances pupils' spiritual development.	There are plenty of opportunities in the curriculum to reflect on questions linked to different faiths and beliefs.