

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

DATE: 23RD OCTOBER 2019

SUBJECT MONITORING PROVISION AND STANDARDS - CAERPHILLY SCHOOL INSPECTION REPORTS

A PURPOSE

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 March – July 2019.

This synopsis considers the inspection findings of one primary school, one secondary school and one special school.

Main findings Spiritual Development

Comments in relation to spiritual development are evident in all three 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 March – July 2019 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:

- promotes pupils' spiritual, moral, social and cultural development
- celebrate pupils' achievements and success
- enables pupils to make effective use of the reflection wall to respond to key moral messages
- Focus on the rights of the child allowing many pupils to discuss important values well

Recommendations

Estyn made no recommendations with regards to Spiritual Development, Collective Worship or Religious Education.

C RECOMMENDATION

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

D SUPPORTING INFORMATION

Appendix 1 School Inspection Reports SACRE Synopsis: Spring Term 2019

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: March - July 2019

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Main findings Spiritual Development

Comments in relation to spiritual development are evident in all three inspection reports.

Collective Worship**Meeting statutory requirements**

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Quality

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

Acts of collective worship:

- promotes pupils' spiritual, moral, social and cultural development
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- Focus on the rights of the child allowing many pupils to discuss important values well

Recommendations

Estyn made no recommendations with regards to Spiritual Development, Collective Worship or Religious Education.

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: March - July 2019

School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
<p>Deri Primary March 2019</p>	<p>The school provides good opportunities for pupils to reflect on their spiritual, moral and ethical beliefs.</p>	<p>Yes</p>	<p>In collective worship, pupils make effective use of the reflection wall to respond to key moral messages.</p> <p>As a result of special assemblies on the rights of the child, many pupils discuss important values well.</p>	<p>Inspection area</p>	<p>Good</p>
				<p>Standards</p>	<p>Good</p>
				<p>Wellbeing and attitudes to learning</p>	<p>Good</p>
				<p>Teaching and learning experiences</p>	<p>Good</p>
				<p>Care, support and guidance</p>	<p>Good</p>
				<p>Leadership and management</p>	<p>Good</p>
				<p>Nearly all pupils behave consistently well in lessons and around the school. They are kind and caring towards each other and show strong levels of co-operation. They are considerate when listening to the views of others and share their own thoughts and ideas readily. They treat adults and visitors with respect and courtesy and are very willing to discuss their work and successes with visitors confidently.</p> <p>Most pupils take their responsibilities seriously and embrace the leadership opportunities that they receive. For example, members of different pupil councils represent their peers maturely and keep other pupils well informed. The 'Deri Detectives' and eco council are influential in developing aspects of the school's provision, such as the 'Snack Shack'. Pupils work on the local area entitled 'Deri Ni' earned them recognition in the Welsh schools heritage awards in 2016. They researched the schools, places of worship, the railway, the pits and the Darren disaster. Along these trails there are 'i beacons', which visitors can access via their smart</p>	

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: March - July 2019

				<p>phone. This gives them descriptions of the various areas. These were researched by the pupils of Deri school and provide an interesting insight as to how Deri was in the last century when coal was king.</p> <p>The school engages with parents and the local community very well. Parents appreciate regular opportunities to celebrate their children's learning, for example through events such as 'Come Dine with Me' and 'Create-off' activities. There are strong links with the local library, which supports the school with pupil workshops to develop pupils' research skills and to help them to learn more about local history. The school has active pupil groups that contribute to decision-making within the school, for example, 'Deri Detectives' who monitor healthy eating and keep the school premises tidy.</p> <p>The eco committee encourages pupils to create an environmentally friendly space through recycling, saving energy and their litter patrol initiative. They also raise awareness of global issues, such as the human impact on endangered species, and they use the sale of their home-grown produce to raise funds for chosen charitable causes. Pupils have a good awareness of helping others, with older pupils keen to ensure decision-making helps younger pupils, for example through the purchase of additional recreational play equipment.</p> <p>Partnerships with the local community and industry are strong. The effective links with senior citizens from the nearby sheltered housing complex has produced a series of e books based on their recollections. Local industry</p>
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				has been invaluable in supporting the work of the SRB through the purchase of specialist resources.	
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
St Martin's School May 2019	The school has a supportive culture that promotes pupils' social, moral, spiritual and cultural development well.	YES	There was no mention of collective worship in the report	Inspection area	Good
				Standards	Good
				Wellbeing and attitudes to learning	Good
				Teaching and learning experiences	Good
				Care, support and guidance	Good
				Leadership and management	Good
				Relationships between staff and pupils are positive and many pupils feel staff are caring and approachable. Many pupils communicate their ideas articulately in extended pieces of writing, for example when discussing themes such as the existence of god in their ethics lessons. In many subjects, pupils develop their creativity well, such as when writing an imaginative story exploring how they would feel if they were shipwrecked and isolated on an island or seeking solutions to solve social and environmental problems in the slums of Mumbai. Through various aspects of the curriculum, most pupils are developing well as informed citizens, for example, when considering the effects of climate change and global warming. Most pupils work well in pairs and in groups. For example, in small groups they consider thoughtfully the implications of being pressurised to smoke, how to withstand peer pressure and how to persuade others to stop smoking. They respond positively to others' opinions	

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				<p>such when discussing the causes, successes and failures of the Jarrow and Rhondda hunger marches.</p> <p>The school provides an appropriate range of sporting, cultural and academic experiences to enhance their learning. Examples include educational visits to a chocolate factory to learn about global issues such as exploitation of workers in economically developing countries.</p> <p>There is a wide range of initiatives that allows pupils to build strong relationships with the local community. This includes activities such as the community gardening project where pupils help maintain the local parks.</p> <p>There is a suitable programme of personal and social education, which develops pupils' understanding of how to maintain their health and wellbeing. There is suitable provision to support pupils' healthy eating and drinking.</p>	
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
Trinity Fields Special School May 2019	The school has developed very effective practice to promote pupils' spiritual, moral, social and cultural development. This provision includes daily acts of collective worship and tending the school's memorial garden, in addition to weekly departmental assemblies that celebrate pupils' achievements and success.	Yes	The school has developed very effective practice to promote pupils' spiritual, moral, social and cultural development. This provision includes daily acts of collective worship and tending the school's memorial garden, in addition to weekly	Inspection area	Excellent
				Standards	Excellent
				Wellbeing and attitudes to learning	Excellent
				Teaching and learning experiences	Excellent
				Care, support and guidance	Excellent
				Leadership and management	Excellent
				The school makes very strong provision for the development of pupils' personal and social education in the classroom and around the school. For example, an initiative adopted by the school enables pupils to express	

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			<p>departmental assemblies that celebrate pupils' achievements and success.</p>	<p>their feelings and emotions using coloured wrist bands. This has increased pupils' participation and engagement in learning and has had a notably positive impact on their emotional wellbeing.</p> <p>Nearly all pupils feel safe in school and know that staff are always prepared to listen and respond to their concerns or ideas. These pupils have a well-developed awareness of the United Nations Convention on the Rights of the Child and have produced a version of these articles with symbols for children and young people with special educational needs for use across Wales. As a result, the school council contributed to the launch of the document with the Children's Commissioner for Wales. This awareness of their rights helps pupils to appreciate that their views are valued and respected. Pupil voice groups play an active part in the school and pupils value greatly their role as a part of the school's decision-making processes. For example, the school council participates in staff recruitment by suggesting highly-appropriate interview questions and sharing its views clearly on the suitability of candidates. Pupils of all ages and abilities express their views through a broad range of strategies, including the use of photographs and eye-directed technology. These beneficial strategies enable them to identify what they think is good about their school and what they believe would improve it further.</p> <p>The school offers worthwhile provision for pupils to develop their understanding of Welsh culture and heritage, for example through beneficial visits to Big Pit and the National Museum, and projects on Penallta colliery.</p>
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