

## MERTHYR TYDFIL COUNTY BOROUGH COUNCIL - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2016- 2017

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

During the academic year Autumn 2016-Summer 2017, two primary schools and one special school were inspected. No secondary schools were inspected, but monitoring visits were made in the secondary sector.

### **Spiritual Development**

Comments in relation to spiritual development are evident in two inspection reports and opportunities for spiritual development were 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. We can assume that all schools inspected – as Estyn has not noted any instances of non-compliance - meet statutory requirements in relation to collective worship.

#### **Quality**

Two reports made comment on the quality of collective worship

#### **Good features**

- Thought provoking assemblies provide beneficial opportunities for pupils to reflect on their own beliefs and explore a wide range of moral issues.
- Collective worship sessions support pupils' spiritual and moral development effectively, and they are given appropriate opportunities to reflect on relevant issues.

#### **Shortcomings**

None

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School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links
<p><b>Dowlais Primary School</b></p> <p><b>October 2016</b></p>	<p>The school has effective provision to support pupils' spiritual, moral and cultural development.</p>	<p>Yes</p>	<p>No mention in the report</p>	<p><b>Current performance: Good</b>  <b>Prospects for improvement: Good</b></p> <p>The school provides a wide range of learning experiences of high quality that enrich and enhance all pupils' learning. The planned curriculum meets the requirements of the Foundation Phase, National Curriculum and religious education.</p> <p>The school has an open, caring and inclusive ethos.</p> <p>A sense of fairness for all is evident in the work of the school and it recognises and celebrates diversity actively.</p> <p>The school's provision for education for sustainable development and global citizenship is increasingly strong. Its active eco-committee takes a positive role in helping the school to act sustainably through monitoring energy usage, recycling and composting waste food. The school promotes global citizenship appropriately through its eco days and class-based fair trade activities.</p> <p>Most pupils are respectful and show consideration towards one another. They behave well in class and around the school. Most pupils develop their social and life skills well.</p>
<p><b>School and date of inspection</b></p>	<p><b>Spiritual Development</b></p>	<p><b>CW: meeting legal requirements</b></p>	<p><b>CW: quality</b></p>	<p><b>Other comments / issues / religious education / cultural development / community links</b></p>
<p><b>Greenfield Special School</b></p> <p><b>March 2017</b></p>	<p>There was no specific mention of spiritual development in the report. However from the report we can see that opportunities for</p>	<p>Yes</p>	<p>Thought provoking assemblies provide beneficial</p>	<p><b>Current performance: Excellent</b>  <b>Prospects for improvement: Excellent</b></p> <p>Pupils feel safe in school and benefit from the nurturing</p>

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	<p>spiritual development are evident as, 'Thought provoking assemblies provide beneficial opportunities for pupils to reflect on their own beliefs and explore a wide range of moral issues.'</p>		<p>opportunities for pupils to reflect on their own beliefs and explore a wide range of moral issues.</p>	<p>ethos and high level of care and support provided by staff.</p> <p>The school is a welcoming, highly inclusive and caring community that values and supports all of its pupils and staff. The school motto 'opening doors to the future' permeates through all aspects of its work successfully. Staff and pupils promote the strong ethos and values exceptionally well across the school. The school celebrates and respects equality and diversity well, and all pupils have equal access to all areas of the curriculum.</p> <p>Pupils make strong progress in developing their independence and take increasing responsibility for themselves and others as they grow through the school. Many pupils develop important life skills by participating in community events, for example by performing in drama productions, attending regional sporting events and fundraising for national charities.</p> <p>Provision for promoting pupils' understanding of sustainable development is highly creative and successful. For example, through community and school projects, pupils across the school develop a thorough understanding of the importance of recycling and energy conservation. Well-established links with other countries, such as Chile, help to promote pupils' understanding of global citizenship.</p> <p>The school plans highly individualised intervention programmes for pupils who require support with their basic skills, behaviour and social communication skills. For example, targeted support in the Foundation Phase to improve pupils' self-esteem and confidence has a very</p>
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				positive impact on younger pupils' behaviour.
<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>Ysgol Gymraeg Rhyd-Y-Grug January 2017</b>	Provision to develop pupils' spiritual, moral, social and cultural development is good. Collective worship sessions support pupils' spiritual and moral development effectively, and they are given appropriate opportunities to reflect on relevant issues. There are very successful procedures to promote positive behaviour and encourage pupils to respect each other and adults.	Yes	<p>Collective worship sessions support pupils' spiritual and moral development effectively, and they are given appropriate opportunities to reflect on relevant issues.</p> <p>Members of the school council and eco committee play a prominent role within the school. They gather the ideas of their fellow pupils regularly and report back on their activities successfully in assemblies.</p>	<p><b>Current performance: Good</b> <b>Prospects for improvement: Good</b></p> <p>Staff plan effectively in order to provide broad and interesting experiences for pupils, which respond fully to the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education.</p> <p>Members of the school council and eco committee play a prominent role within the school. They gather the ideas of their fellow pupils regularly and report back on their activities successfully in assemblies. Members arrange fundraising activities for a number of charities, and this has a positive effect on their awareness of other people's needs.</p> <p>Pupils take good advantage of valuable opportunities to contribute to various activities in the local community. For example, taking part in a recent concert to commemorate the Aberfan disaster has reminded the pupils of their heritage and the importance of the local community in their everyday lives.</p> <p>There is a valuable partnership between the school and the local community.</p> <p>The school promotes pupils' sustainable development very well. The eco committee promote recycling and saving</p>

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				energy successfully. Provision to promote pupils' understanding of global citizenship is effective; for example, by studying foreign countries and their way of life, pupils' understanding of other cultures is developing well.
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**Estyn Monitoring Visits**

**Afon Taf High School** is judged to have made good progress in respect of the key issues for action following the Estyn visit in March 2014. The school has been removed from the list of schools requiring Estyn monitoring. There will be no further Estyn monitoring visits in relation to this inspection.

**Cyfarthfa High School** is judged to have made good progress in respect of the key issues for action following the Estyn visit in March 2016. The school has been removed from the list of schools requiring Estyn monitoring. There will be no further Estyn monitoring visits in relation to this inspection.

**Date of visit: January 2017**

**Goetre Primary School** is judged to have made sufficient progress in relation to the recommendations following the core inspection in December 2013. As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement. In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required. **There is no specific mention of religious education or collective worship in the report.**

**Pen-Y-Dre High School** is judged to have made good progress in respect of the key issues for action following the Estyn visit in November 2015. The school has been removed from the list of schools requiring Estyn monitoring. There will be no further Estyn monitoring visits in relation to this inspection.