

**SACRE Synopsis: Main findings**

During the Autumn Term of 2017, one primary school was inspected. No secondary schools were inspected.

**Spiritual Development**

Specific comments in relation to spiritual development were not evident in the inspection report. However, opportunities for spiritual development were evident from the report, e.g. in the quality of Collective Worship and through links with the community.

**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 schools inspected – as Estyn has not noted any instances of non-compliance - meet statutory requirements in relation to collective worship.

**Quality**

The report of the inspection at Heolgerrig Community School made comment on the quality of collective worship

**Good features**

- Assemblies provide worthwhile opportunities for pupils to reflect on their learning and wellbeing.
- Well-chosen topics [in assemblies] stimulate pupils' curiosity and encourage them to question the world around them..
- There are many valuable opportunities for pupils to develop their cultural awareness.
- Assemblies help to promote high levels of self-esteem and confidence among pupils.
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**Shortcomings**

None

**Merthyr Tydfil County Borough - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: Autumn Term 2017**

School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links
<p><b>Heolgerrig Community School</b></p> <p><b>November 2017</b></p>	<p><b>There was no direct reference to spiritual development in the inspection report.</b></p>	<p>YES</p>	<p>There are worthwhile opportunities for pupils to reflect on their learning and wellbeing. For example, during assemblies, adults and pupils discuss the school's value of the month and relate it to pupils' friendships and the best use of the 'buddy bench'. Well-chosen topics stimulate pupils' curiosity and encourage them to question the world around them. There are many valuable opportunities for pupils to develop their cultural awareness through music and performance, including taking part in a wide variety of productions, assemblies and concerts. These help to promote high levels of self-esteem and confidence among pupils.</p>	<p><b>Standards: Good</b></p> <p><b>Wellbeing and attitudes to learning: Good</b></p> <p><b>Teaching and learning experiences: Good</b></p> <p><b>Care, support and guidance: Good</b></p> <p><b>Leadership and management: Good</b></p> <p><b>No direct mention of Religious Education in the report.</b></p> <ul style="list-style-type: none"> <li>• Pupils interact well with new people and adults. The pupils in the school council and eco committee take an active role in making decisions. These have a very positive influence on the school and provide the pupils with a sense of responsibility. They work closely with the local council, for example, to gain additional security railings around the school site. This helps them to become ethical and informed citizens, who understand their rights and responsibilities.</li> <li>• Effective partnerships ensure that pupils have the knowledge and understanding to develop healthy lifestyle choices. For example, through work with a children's charity, pupils have a good understanding of the importance of healthy relationships and keeping safe. As a result, the school has introduced peer mediators, who help pupils to resolve any minor squabbles among themselves and to play well together.</li> <li>• Recently, the school has reinvigorated its approaches to promoting good behaviour. For example, pupils in the foundation phase respond well to praise through the recognition board.</li> </ul>