

Merthyr Tydfil- SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: December 2017- May 2018

This synopsis for Merthyr Tydfil 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 between January 2018 and May 2018.

This synopsis considers the inspection findings of one primary school.

Main findings Spiritual Development

There was no comment about spiritual development in the report.

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. The school inspected during January 2018 and May 2018 met statutory requirements in relation to collective worship.

Quality

There was no reference to collective worship in the report.

Shortcomings

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

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School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural develop ent / community links	
<p>Trelewis Primary School</p> <p>February 2018</p>	<p>There was no comment about spiritual development in the report.</p>	<p>YES</p>	<p>There was no reference to collective worship in the report</p>	<p>Inspection area</p>	<p>Judgement</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>Excellent</p>
				<p>Leadership and management</p>	<p>Excellent</p>
				<p>Pupils consistently polite and treat visitors, staff and each other with respect. They show obvious pride in their school and their achievements and make good progress as a result. All pupils feel safe and secure in school.</p> <p>During class time and around the school most pupils behave well. They show high levels of consideration and tolerance for others.</p> <p>Nearly all pupils develop a good understanding of fairness, equality and tolerance. For example, they built their own dens to reflect the poor living conditions in which many children live around the world. Parents then donated money for a charity that works to improve housing conditions globally.</p> <p>Teachers involve pupils well in planning what and how they will learn. For example, in the foundation phase, the nursery teacher works with pupils to decide what their role-play area will contain as part of their exploration of Chinese New Year.</p> <p>The school develops pupils' understanding of different cultures well. Many of these activities are effective in engaging pupils' interest. For example, a representative from UNICEF visited the school to talk to pupils about her work with people living in poverty and about her fund raising expedition to Mount Kilimanjaro that included taking the 'Trelewis teddy' to the summit.</p> <p>The school has purposeful links with the local community that enrich pupils' learning experiences and sense of belonging, such as through participation in the annual village poppy day parade.</p>	

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