

## MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**DATE: 23<sup>RD</sup> OCTOBER 2018**

**SUBJECT SCHOOL INSPECTION REPORTS 2017/18**

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

During the academic year Autumn 2017- Summer 2018, (up to and including May) 4 primary schools were inspected. A few schools were subject to a follow up monitoring visit but these were not in relation to RE or to Collective Worship.

### **Spiritual Development**

Comments in relation to spiritual development are evident in almost all inspection reports, but these comments vary in respect of quality of experiences. No explicit judgement on spiritual development was made in 2 schools.

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

### **Quality**

2 of the reports made explicit judgement on the quality of collective worship.

### **Good features:**

- Schools provide valuable opportunities for all pupils to develop a greater understanding of tolerance and diversity.
- Pupils who are involved in fundraising for several charitable causes, are helped to gain a good understanding of the needs of others in their community and the wider world.
- Pupils have a raised awareness of other cultures
- Most pupils are considerate when listening to the views of others
- Nearly all pupils develop a good understanding of fairness, equality and tolerance.

### **Areas for Development:**

- Pupils need to have more regular opportunities to make decisions and choices about what and how they learn.
- Pupils need to be more challenged in their learning and thinking

## Meeting statutory requirements for Religious Education

In terms of the delivery of RE there were very few references. However there were positive judgments about overall teachers' planning including, promoting an awareness of different cultures through, for example:

- Visits to places of religious importance that make an important contribution to SMSC

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does **not** comply with statutory requirements. Estyn has not noted any instances of non-compliance for RE and we can assume that all schools inspected meet statutory requirements in relation to Religious Education.

In the *Inspection Framework* from **September 2017**, Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

Estyn terminology:

nearly all = with very few exceptions

most = 90% or more

many = 70% or more

a majority = over 60%

half = 50%

around half = close to 50%

a minority = below 40%

few = below 20%

very few = less than 10%

### **RECOMMENDATION:**

For SACRE to discuss and consider the reports

### **NOTE**

There has been no identification of schools not meeting statutory requirements for RE. There was no reference to Collective Worship in one report.

**Merthyr Tydfil Primary School Inspection Reports for Academic Year 2017/18: SACRE Synopsis**

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
<p>Caedraw May 2018</p>	<p>Pupils have worthwhile opportunities to develop their understanding of spiritual, moral, social and cultural issues through classroom activities and collective worship. The school provides valuable opportunities for all pupils to develop a greater understanding of tolerance and diversity.</p>	<p>Yes</p>	<p>Pupils take pride in the roles they take in the life of the school. For example, members of different pupil councils represent their peers maturely. The school council, for example, has given presentations to other pupils on the Rights of the Child. Pupils are involved in fundraising for several charitable causes, including Children in Need, Macmillan and the local hospice. This helps them to gain a good understanding of the needs of others in their community and the wider world.</p>	<p>Inspection area Judgement</p> <p>Standards: Good Wellbeing and attitudes to learning: Good Teaching and learning experiences: Good Care, support and guidance: Good Leadership and management: Good</p>

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
<p>Gwaunfarren</p> <p>May 2018</p>	<p>Staff promote a 'value of the week', such as tolerance or peace. They develop this theme throughout the week, such as in assemblies and classroom activities, and reward pupils for displaying these important attributes. The school supports the development of pupils' spiritual and moral development well. Leaders have developed a comprehensive termly programme of themed activities, based around key religious festivals, feasts and special days. To support this, pupils have regular opportunities to pray and reflect during collective worship and consider these key messages.</p>	<p>Yes</p>	<p>Most pupils listen to the views of others and share their ideas readily, for example when deciding on the week's independent 'missions'.</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>Inspection area Judgement</p> <p>Standards: Good  Wellbeing and attitudes to learning: Good  Teaching and learning experiences: Good  Care, support and guidance: Good  Leadership and management: Good</p> <p>The school supports the development of pupils' spiritual and moral development well.</p>

School	Spiritual Development	CW: meeting legal requirements	<b>CW: quality</b>	Other comments / issues
<p>Trelewis Primary School</p> <p>February 2018</p>	<p>There was no judgement on spiritual development in the report.</p>	<p>Yes</p>	<p>Nearly all pupils develop a good understanding of fairness, equality and tolerance. 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.</p>	<p>Inspection area Judgement</p> <p>Standards: Good  Wellbeing and attitudes to learning: Good  Teaching and learning experiences: Good  Care, support and guidance Excellent  Leadership and management Excellent</p> <p>Pupils consistently polite and treat visitors, staff and each other well  There was no reference to collective worship in the report.</p>

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Heolgerrig November 2017	There was no direct reference to spiritual development in the inspection report.	Yes	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.	<p>Inspection area Judgement</p> <p>Standards: Good  Wellbeing and attitudes to learning: Good  Teaching and learning experiences: Good  Care, support and guidance: Good  Leadership and management: Good</p> <p>No direct mention of Religious Education in the report.</p> <p>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.</p>