

This synopsis for Monmouthshire 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 2017-2018.

This synopsis considers the inspection findings of three primary schools and one secondary school and one PRU.

Main findings Spiritual Development

Comments in relation to spiritual development are evident in four inspection reports. There is an emphasis on learning experiences, enrichment activities, and acts of collective worship contributing positively to pupils' spiritual and moral development in four report. There is also implicit reference to opportunities for spiritual development in all 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 September 2017 and July 2018 meet statutory requirements in relation to collective worship.

Quality

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

Acts of collective worship:

- addresses pupils' spiritual, moral and social development
- supports most pupils' spiritual and moral understanding well
- are stimulating
- promote morals and values

Recommendations

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 development / community links	
Chepstow School September 2017	The school has a supportive and inclusive ethos. Pupils’ spiritual, moral and social development is addressed through suitable assemblies, form tutor time and in various lessons across the curriculum. Many pupils feel secure and valued and there is suitable guidance and support for their wellbeing.	Yes	Pupils’ spiritual, moral and social development is addressed through suitable assemblies	Inspection area	Judgement
				Standards	Good
				Wellbeing and attitudes to learning	Adequate and needs improvement
				Teaching and learning experiences	Adequate and needs improvement
				Care, support and guidance	Adequate and needs improvement
				Leadership and management	Adequate and needs improvement
				Chepstow School has a supportive and inclusive ethos where many pupils feel secure and valued. Most pupils listen to the teacher and their peers with attention and respect. A very few build skilfully on the contributions of others. This includes during class discussions on literary texts such as ‘The Diary of Anne Frank’ where the main focus is upon determining the characteristics and emotions of individuals referred to. They make impressive contributions to sophisticated and challenging discussions on topics such as the necessity or otherwise of man’s belief in creation. Pupils, particularly the more able, have access to valuable enrichment experiences that encourage participation in community and enterprise activities such as the Duke of Edinburgh Award, Young Enterprise Scheme and The Dragons’ Den. The school provides appropriate opportunities for pupils to develop their appreciation of Welsh culture. The school has appropriate procedures to address any cases of bullying. Pupil forums such as the Invisible Army	

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				are effective, where older pupils 'buddy up' with younger vulnerable pupils to improve their wellbeing. Provision for raising the awareness of equality and diversity is a strength. The school recognises pupils' individuality and actively promotes inclusivity amongst its pupils. An example of this is the respect week, which culminated in a lesbian, gay, bisexual and transgender march.												
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links												
Ysgol Gymraeg y Ffin October 2017	The school promotes pupils' spiritual and moral development well by providing them with valuable opportunities to reflect and share their experiences, for example by learning about values in their daily assemblies.	Yes	In regular assemblies ... pupils learn about values.	<table border="1"> <thead> <tr> <th>Inspection area</th> <th>Judgement</th> </tr> </thead> <tbody> <tr> <td>Standards</td> <td>Good</td> </tr> <tr> <td>Wellbeing and attitudes to learning</td> <td>Good</td> </tr> <tr> <td>Teaching and learning experiences</td> <td>Good</td> </tr> <tr> <td>Care, support and guidance</td> <td>Good</td> </tr> <tr> <td>Leadership and management</td> <td>Good</td> </tr> </tbody> </table>	Inspection area	Judgement	Standards	Good	Wellbeing and attitudes to learning	Good	Teaching and learning experiences	Good	Care, support and guidance	Good	Leadership and management	Good
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				Care, support and guidance	Good											
Leadership and management	Good															
The school is a caring and inclusive community, which encourages its pupils to show a high level of respect and tolerance towards others. Staff provide valuable experiences for pupils and work with parents to provide rich extra-curricular experiences that support learning successfully. This contributes effectively towards pupils' pride in the language and their Welsh heritage. Leaders share a purposeful vision for the school successfully, which supports an increasing culture of high expectations and an ethos of close and supportive teamwork in a Welsh environment. Most pupils develop as moral and knowledgeable citizens through their increasing awareness of values that are																

			<p>promoted by the school. They explain the significance of the 'value of the week', which is important behaviour that is encouraged, such as kindness or perseverance. Through their class work and understanding of initiatives such as the fair trade campaign, most pupils show a sound awareness of the wider world. A good example of this is their understanding of the importance of children's rights in other countries.</p> <p>There is a clear focus on developing pupils' personal and social education across the school. The school provides a variety of effective opportunities for pupils to join leadership groups, such as the school council, the eco council, 'Criw Cymraeg' and the Learning Detectives (Ditectifs Dysgu). This develops their understanding of citizenship well.</p> <p>The school promotes pupils' awareness of their local area and their Welsh heritage effectively, for example by studying the history of Caldicot Castle and encouraging them to compete in various Eisteddfodau. This makes a valuable contribution towards developing their understanding of their Welsh heritage and culture.</p> <p>The rich culture of respect, equality and fairness promotes the school's aims successfully. This is reinforced through purposeful experiences, which include studies of other countries and cultures, in addition to charitable activities. This fosters pupils' respect towards other cultures and beliefs and encourages them to grow as effective citizens. In a short period of time since being appointed, the headteacher and his deputy have ... succeeded in conveying a clear and purposeful vision, which is based on raising pupils' standards, wellbeing and Welshness. As a result, the school now succeeds in establishing an</p>
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				increasing culture of high expectations and an ethos of close and supportive teamwork in a Welsh environment.	
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
Durand Primary January 2018	The school holds daily acts of collective worship that support most pupils' spiritual and moral understanding well. However, a few pupils do not attend these sessions as they take part in intervention programmes or meet as pupil leadership groups during whole-school assembly time.	Yes	The school holds daily acts of collective worship that support most pupils' spiritual and moral understanding well.	Inspection area	Judgement
				Standards	Adequate and needs improvement
				Wellbeing and attitudes to learning	Adequate and needs improvement
				Teaching and learning experiences	Adequate and needs improvement
				Care, support and guidance	Adequate and needs improvement
				Leadership and management	Adequate and needs improvement
				<p>The school provides good support for pupils' wellbeing, especially for those who need additional help with their social, emotional, and learning needs.</p> <p>Year 5 use internet search engines to research the life of Desmond Tutu.</p> <p>Nearly all pupils feel safe and secure in school. Most pupils know where to turn if they have any concerns and many speak maturely about how the school supports their emotional and social needs</p> <p>Many pupils behave well in class and during break times and lunchtimes. However, a few pupils are not always respectful of other pupils and adults.</p> <p>Older pupils have an appropriate awareness of children's rights and develop class charters to reflect these. Many pupils in Year 6 show empathy in discussions about issues that affect children in other countries, for example school-age children working in factories to produce clothes.</p>	

				<p>Teachers plan learning experiences that motivate and engage nearly all pupils well. For example, in the foundation phase, pupils enjoy learning about pirates as part of their topic work and pupils in key stage 2 show an interest in the wider world through their work on natural disasters. Many teachers question pupils effectively in order to challenge and extend their thinking. For example, in Year 6 skilful questioning helps pupils to consider carefully the language that they use to write persuasively. A few teachers build well on pupils' previous learning, for example by helping them to recall information about seed dispersal when learning about eco-systems in the school's forest area.</p> <p>School leaders identify pupils that need additional support well and the school's provision for supporting pupils' social and emotional needs is strong. For example, well-planned sessions for individual pupils and small groups help pupils to develop strategies to manage their emotions effectively and to raise their self-esteem.</p> <p>The school provides good opportunities for pupils to take on responsibility in school. For example, by belonging to one of the pupil leadership groups, such as the eco committee, or by acting as junior road safety officers. However, opportunities for pupils to influence what and how they learn are limited.</p> <p>The headteacher places pupils' wellbeing at the centre of the school's work. Staff and governors share this vision and they succeed in creating an inclusive community for pupils.</p>
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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	
Usk CiW Primary April 2018	The school provides good opportunities for pupils to develop their spiritual awareness through stimulating daily worship sessions and the promotion of Christian morals and values.	Yes	Daily workshop sessions are stimulating and promote Christian morals and values.	Inspection area	Judgement
				Standards	Good
				Wellbeing and attitudes to learning	Good
				Teaching and learning experiences	Good
				Care, support and guidance	Good
				Leadership and management	Good
				<p>Nearly all pupils' behaviour in daily worship is respectful. Year 6 pupils work with professional filmmakers to script and produce an engaging film about environmental issues. As a result of the school's commitment to instilling strong values among pupils in line with its ethos, most are beginning to develop a good understanding of some issues facing the world, how to behave in an ethical manner and the importance of showing consideration for others. This is a consistent strength in most pupils throughout the school. For example, they demonstrate compassion when writing thoughtful prayers for people in need.</p> <p>In general, most pupils behave well in lessons and as they move around the school. They are courteous to visitors, to other adults and to each other.</p> <p>As part of their role in pupil voice groups, such as the school council, values committee and eco-committee, pupils contribute to action plans that lead to improvements in the school's provision. For example, pupils planned the development of an outdoor gymnasium on the key stage 2 yard.</p>	

				<p>Most pupils collaborate appropriately in small groups and with a partner during lessons. Many share their ideas articulately and with consideration for the views of others. Overall, the quality of teaching across the school is good. All staff have positive working relationships with pupils. They treat them with kindness and consideration and generally have high expectations of their behaviour and achievement.</p> <p>Teachers have constructed a carefully planned curriculum that addresses the requirements of the National Curriculum, foundation phase and religious education with imagination. It provides valuable opportunities for pupils to develop their literacy and numeracy in other subjects and areas of learning. Planning for the exploration of specific moral values every term is particularly effective and supports the school's ethos well.</p> <p>Overall, teachers in the foundation phase deliver lessons and learning opportunities for pupils that align well with its ethos and philosophy. Teachers across the school use the woodland areas well to develop pupils' knowledge of the natural world and appreciation of their environment. The school tracks the wellbeing of pupils closely. They know their pupils well and use this knowledge to put in place effective provision to nurture and support their wellbeing. For example, the school has introduced a programme to support vulnerable pupils with their emotional and social development. As a result, these pupils feel increasingly confident and able to engage with their learning.</p> <p>The school engages very well with its local community to support pupils' learning in a range of areas. For example, the school is an active supporter of the local community's involvement in a national gardening competition. This</p>
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				included participation in a national television programme that raised pupils' awareness of their role in the community.
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Outcome of Estyn Reviews	
Mounton House Special School November 2017	<p>Mounton House School is judged to have made sufficient progress in relation to the recommendations following the core inspection in May 2015. 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.</p> <p>There are very positive relationships between pupils and staff. Pupils are generally courteous and respectful of others. The school has recently refreshed its restorative approach to conflict resolution. This involves pupils' active engagement in discussions with others around appropriate resolutions. As a result, pupils have improved their understanding of the impact of their behaviours on others and how to respond more positively to the challenges they face.</p>
Monmouth Comprehensive November 2017	<p>The school is judged to have made sufficient progress in addressing the recommendations from the Section 28 inspection. The school has been removed from the list of schools requiring Estyn review. There will be no further monitoring activity in relation to this inspection.</p>
Llantilio Pertholey C.V. Primary April 2018	<p>The school is judged to have made sufficient progress in addressing the recommendations from the Section 28 inspection. The school has been removed from the list of schools requiring Estyn review. There will be no further monitoring activity in relation to this inspection.</p>
Raglan VC Primary June 2018	<p>The school is judged to have made sufficient progress in addressing the recommendations from the Section 28 inspection. The school has been removed from the list of schools requiring Estyn review. There will be no further monitoring activity in relation to this inspection.</p>

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