

Newport SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: 2017- 2018

This synopsis for Newport 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 six primary school and one secondary school.

Main findings Spiritual Development

Comments in relation to spiritual development are evident in all seven inspection reports. Comments include:

- Close links with local places of worship and their leaders, thoughtful collective worship, and opportunities to take part in yoga sessions, for example, enable pupils to explore their own spiritual development well.
- The school supports pupils' spiritual and moral development well, for example through regular whole-school assemblies.
- There are highly worthwhile opportunities for pupils to reflect and consider how to apply them to their own lives.
- Pupils have worthwhile experiences to develop their understanding of spiritual, moral, social and cultural issues during assemblies and classroom activities, which encourages them to respect other beliefs and religions.

In one school there were limited opportunities for pupils to develop their spiritual awareness or knowledge and understanding of other faiths and beliefs.

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 2017 - 2018 meet statutory requirements in relation to collective worship.

Quality

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

Acts of collective worship:

- enable pupils to explore their own spiritual development well
- supports pupils' spiritual and moral development
- promote the school's values well promotes the values of honesty, toleration and respect
- promotes the values of honesty, toleration and respect
- share presentations of their vision for improved playtimes in assemblies.

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	
<p>Newport High School November 2017</p>	<p>The school provides an appropriate personal and social education programme that promotes pupils' spiritual, moral, social and cultural development suitably.</p>	<p>Yes</p>	<p>There is no direct reference to Collective Worship in the report</p>	<p>Inspection area</p>	<p>Judgement</p>
				<p>Standards</p>	<p>Unsatisfactory and needs urgent improvement</p>
				<p>Wellbeing and attitudes to learning</p>	<p>Adequate and needs improvement</p>
				<p>Teaching and learning experiences</p>	<p>Adequate and needs improvement</p>
				<p>Care, support and guidance</p>	<p>Adequate and needs improvement</p>
				<p>Leadership and management</p>	<p>Unsatisfactory and needs urgent improvement</p>
				<p>Relationships between staff and pupils are positive. Many pupils feel safe and most feel well supported in school. In lessons, and around the school, most pupils behave well and are polite and courteous to each other, staff and visitors. An established and successful reward system, with attractive prizes, helps to create a positive ethos. There are clear behaviour sanctions, which are fully understood by staff and pupils.</p> <p>The majority of pupils summarise information suitably to reinforce their understanding and to make valid judgements, for instance when considering differing accounts of the birth of Jesus.</p> <p>Strong transition links and the use of the nurture group support vulnerable learners to settle effectively in Year 7. A wide range of external agencies are used to provide</p>	

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				effective emotional support for learners, such as 'Inspire to Achieve' and the 'Unicorn Project'. Learning support assistants provide valuable support for pupils' emotional wellbeing.	
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
Marshfield Primary School November 2017	The school has effective arrangements to support pupils' wellbeing and their spiritual, moral, social and cultural development. Pupils benefit considerably from caring and encouraging working relationships with staff. This helps to ensure high levels of mutual respect and pupil behaviour, based within a clear moral framework. Provision for supporting the emotional and social needs of vulnerable pupils and their families is good. The strong partnerships between designated staff, pupils and their families has a positive effect on pupils' wellbeing and raises their confidence and self-esteem. Close links with local places of worship and their leaders, thoughtful collective worship, and opportunities to take part in yoga sessions, for example, enable pupils to explore their own spiritual development well.	Yes	Close links with local places of worship and their leaders, thoughtful collective worship, and opportunities to take part in yoga sessions, for example, enable pupils to explore their own spiritual development well.	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
				Behaviour in classes and around the school is very good. Pupils are polite and considerate, and show respect to one another and adults. Their understanding of their rights and responsibilities is strong and helps them to appreciate the importance of supporting one another to feel safe in school. Most pupils are confident that the school supports them well if they have worries or concerns. They know where to go for guidance and help and they find this support reassuring.	
Many pupils take on responsibilities willingly and pupil groups, such as the Rights Knights, school council, eco committee and playground buddies, are keen to make a difference to the lives of pupils in the school.					

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				<p>A programme of valuable visits to places such as local castles and mountain centres, and regular visitors to the school support the curriculum well. Pupils benefit from these first-hand experiences and interesting follow-up activities, such as creating their own television broadcast about a tiger who came to tea. As part of the key stage 2 curriculum, the school offers pupils an enhanced variety of music and sporting opportunities, including Taiko drumming and yoga. These diverse activities motivate pupils who might otherwise lack enthusiasm in some lessons.</p> <p>The school ensures good opportunities for pupils to be active in the local community. Pupils improve the environment by litter picking, and develop their understanding of citizenship and their responsibilities to others through attending a training session on the use of the village defibrillator.</p> <p>Staff provide useful opportunities for older pupils in particular to think critically about their attitudes to equality, discrimination and stereotyping. A good example of this is Black History Month, when pupils research the lives and importance of black personalities such as Rosa Parks and Barack Obama.</p>						
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links						
Clytha Primary School	There is no direct reference to spiritual development in the report	Yes	There is no reference to collective worship in the report	<table border="1"> <tr> <td>Inspection area</td> <td>Judgement</td> </tr> <tr> <td>Standards</td> <td>Good</td> </tr> <tr> <td>Wellbeing and attitudes to learning</td> <td>Excellent</td> </tr> </table>	Inspection area	Judgement	Standards	Good	Wellbeing and attitudes to learning	Excellent
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December 2017				Teaching and learning experiences	Good
				Care, support and guidance	Excellent
				Leadership and management	Good
				<p>The school is a vibrant and embracing community, which fully realises its vision to nurture the talents of all its pupils and staff. The very high quality of care and support provided by staff successfully engenders strong shared values of tolerance, respect and inclusivity amongst all members of the 'Clytha family'. This ethos directly informs pupils' very positive attitudes towards learning and supports their development as confident, capable and independent citizens. The school's rich curriculum provides a wealth of opportunities for pupils to develop their skills across the full range of subjects and gives a well-rounded experience to pupils of every ability.</p> <p>Nearly all pupils show a superb attitude to all aspects of school life. They immerse themselves in their learning with sustained concentration and great enthusiasm.</p> <p>Older pupils are extremely respectful of the contributions of others and reflect seriously on ideas put forward by their peers. For example, Year 6 pupils participate very thoughtfully in a sophisticated discussion about the consequences of the 1914 football match in no-man's land during the First World War.</p> <p>Nearly all pupils are considerate and relate very well to each other and adults. They enjoy school and communicate this to visitors. All pupils treat adults with respect whilst being very much at ease in their company.</p>	

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				<p>Nearly all pupils develop a very strong moral compass. They have an excellent awareness of the need for tolerance in society. Almost all pupils show a very keen appreciation of diversity. For example, pupils in Year 5 reflect maturely on differences between individuals and the contribution school can make to celebrating these differences positively. Almost all pupils are developing extremely well as ethical, informed citizens.</p> <p>The school provides very high quality support for each pupil. It is an exceptionally caring community and prides itself on creating a nurturing climate that supports pupils' development extremely well. Staff provide outstanding support for pupils' personal development. In particular, provision to promote pupils' understanding of diversity is wide-ranging and highly effective. The school makes exemplary use of a variety of visitors from within its community and beyond to engage all pupils in reflecting on their values.</p> <p>The school tackles discrimination in all forms very effectively, ensuring that differences in gender, religion, ability and ethnicity are celebrated. For example, as part of the school's very well-planned 'Diversity Project', each class learned about one aspect of difference and explored a range of viewpoints through stories and real-life experiences. As a result, pupils gained an unusually sophisticated understanding of these issues. This empowers pupils to develop as well-informed, responsible, and tolerant citizens very successfully.</p>
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<p>Mount Pleasant Primary</p> <p>February 2018</p>	<p>The school supports pupils' spiritual and moral development well, for example through regular whole-school assemblies.</p>	<p>Yes</p>	<p>The school supports pupils' spiritual and moral development well, for example through regular whole-school assemblies.</p> <p>Most pupils have a good understanding of their rights. The school's super ambassadors promote the school's values well, for example by sharing the value of the week in whole-school assemblies.</p> <p>Staff support the pupil groups well, for example by helping members of the school council to prepare a presentation during a whole-school assembly.</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>Good</p>
				<p>Leadership and management</p>	<p>Good</p>
				<p>In key stage 2, many use their reading skills effectively to help them to research information, for example using internet search engines to find out about Greek gods.</p> <p>Pupils show through their discussions that they understand how values such as determination can help them in activities at school and at home. Many pupils have a suitable understanding of how people live in other countries and cultures. For example, pupils in Year 4 correspond regularly with children from a school in Uganda. They understand the need to help those who are less fortunate than themselves, for example by raising funds to help the school in Uganda to buy new windows.</p> <p>The school gives pupils many purposeful opportunities to take on responsibility, for example through participating in leadership roles that have a positive impact on school life. Members of the eco committee play an active part in making sure that the school recycles its waste appropriately. Staff support the pupil groups well, for</p>	

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				example by helping members of the school council to prepare a presentation during a whole-school assembly.												
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Glan Usk Primary School March 2018	<p>The school's programme of collective worship plays an important part in developing pupils' spiritual, moral, social and cultural understanding. For example, leaders link topical events to the school's approaches to learning behaviours and wellbeing skilfully. There are highly worthwhile opportunities for pupils to reflect and consider how to apply them to their own lives.</p> <p>The school is an emotionally intelligent community that values, motivates and respects all of its members. The school's culture is based around nurturing pupils to be exceptional, resilient learners. As a result, nearly all pupils are extremely confident, self-aware learners.</p>			<table border="1"> <thead> <tr> <th>Inspection area</th> <th>Judgement</th> </tr> </thead> <tbody> <tr> <td>Standards</td> <td>Excellent</td> </tr> <tr> <td>Wellbeing and attitudes to learning</td> <td>Excellent</td> </tr> <tr> <td>Teaching and learning experiences</td> <td>Excellent</td> </tr> <tr> <td>Care, support and guidance</td> <td>Excellent</td> </tr> <tr> <td>Leadership and management</td> <td>Excellent</td> </tr> </tbody> </table>	Inspection area	Judgement	Standards	Excellent	Wellbeing and attitudes to learning	Excellent	Teaching and learning experiences	Excellent	Care, support and guidance	Excellent	Leadership and management	Excellent
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<p>This school has an inspirational, holistic curriculum, which is highly effective in engaging nearly all pupils.</p>																
<p>The school's bespoke curriculum is creative and innovative.</p>																
<p>By the end of key stage 2, most pupils are extremely articulate and mature speakers. When expressing opinions, they provide well thought through reasons to support their views, for example about the life of Rosa Parks or Nelson Mandela.</p>																
<p>In the nursery class, they make suitable marks and symbols to represent what they want to explore that day. By Year 2, nearly all pupils write interesting stories independently, using a good vocabulary. They write clear explanations about the different types of waves in oceans and recount the story of Diwali.</p>																

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				Nearly all adults ask questions skilfully to make pupils think more deeply about their learning. They target their questions well, for example to challenge more able pupils to think deeply, or less confident pupils to contribute to class discussions purposefully.	
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
Malpas Park Primary School June 2018	The school promotes the values of honesty, toleration and respect through assemblies, drama and storytelling well. Many pupils have developed an understanding of the cultures of other countries, for example through topic work on India and China. However, there are limited opportunities for pupils to develop their spiritual awareness or knowledge and understanding of other faiths and beliefs.	Yes	The school promotes the values of honesty, toleration and respect through assemblies, drama and storytelling well. Many pupils have developed an understanding of the cultures of other countries, for example through topic work on India and China. However, there are limited opportunities for pupils to develop their spiritual awareness or knowledge and understanding of	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
				The headteacher successfully nurtures a strong collective spirit among all members of the school community. Leaders plan well in taking forward improvements and show a clear commitment to securing high standards of attainment and wellbeing. All pupils feel safe and secure in school and show concern for one another. For example, older pupils who are 'buddies' provide friendly support for younger pupils during break times and lunch times. This helps them form a strong sense of responsibility.	

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			other faiths and beliefs.	Most pupils are developing well as ethical, informed citizens. For example, most Year 5 pupils show keen awareness of the damage plastic pollution causes the environment. In Year 4, most pupils have a good understanding of the impact of deforestation. Nearly all pupils understand how their personal choices have an impact on the environment. Most are aware of children's rights through the effective work of the school ambassadors.	
School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
Gaer Primary	Pupils have worthwhile experiences to develop their understanding of spiritual, moral, social and cultural issues during assemblies and classroom activities, which encourages them to respect other beliefs and religions.	Yes	Pupils have worthwhile experiences to develop their understanding of spiritual, moral, social and cultural issues during assemblies and classroom activities, which encourages them to respect other beliefs and religions. Ambassadors, Criw Cymraeg, the school council and digital leaders are among a wide range of	Inspection area	Judgement
				Standards	Excellent
				Wellbeing and attitudes to learning	Excellent
				Teaching and learning experiences	Excellent
				Care, support and guidance	Excellent
				Leadership and management	Excellent
				Across the school, nearly all pupils display exceptionally high levels of wellbeing. They enjoy school and show very positive attitudes to their learning. Working relationships between pupils and staff are warm and trusting, and this helps almost all pupils to feel safe and valued. A very strong feature of the school is the respect and courtesy that pupils show towards each other, adults and visitors. The school is a happy and caring community where pupils have strong attitudes to learning and very good behaviour.	

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			<p>leadership groups within the school. Members take their roles very seriously and produce plans which plot out their actions for the year very clearly. They represent and support other pupils maturely. For example, play leaders share presentations of their vision for improved playtimes in assemblies.</p> <p>Pupils in the resource base class benefit from a well-organised learning environment that provides very strong support for pupils. The school involves these pupils well in activities, such as assemblies and playtimes, and this integrates them effectively into the school community.</p>	<p>They feel that the school values them highly as individuals. This improves their self-confidence and supports their progress as they move through the school.</p> <p>The school is a very happy and caring community. There is a strong emphasis on the importance of good behaviour, respect and resilience, and this has a positive influence on pupils' strong attitudes to learning. Pupils have worthwhile experiences to develop their understanding of spiritual, moral, social and cultural issues during assemblies and classroom activities, which encourages them to respect other beliefs and religions. They have a good range of opportunities to perform at school and in their local community. The annual Eisteddfod and expressive arts week develop their confidence and self-esteem purposefully.</p>
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			There are appropriate arrangements to promote healthy eating and drinking through assemblies and class activities.	
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Schools	Outcome of Estyn Reviews
Caerleon Comprehensive Maes Ebbw	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.
Alway Primary	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.
Maesglas C.P. School	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.