

## Newport SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: Autumn Term 2019

**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 the spring and summer of 2018-2019.**

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

### **Main findings Spiritual Development**

Comments in relation to spiritual development are evident in both inspection 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. The schools 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 in the primary school promote pupils' spiritual and moral development successfully by providing regular collective worship assemblies and through class-based discussions.

#### **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	
<b>Bassaleg School</b>  <b>May 2019</b>	The school is very successful in securing a caring, supportive and inclusive ethos. There is a comprehensive range of provision to develop pupils as ethically informed citizens, their understanding of spiritual and moral issues, to support them with mental and physical health and develop a culture where equality and diversity are celebrated and embraced. This provision is carefully integrated into the whole- school programme for personal, social and health education and is supported effectively by curriculum areas. This also includes valuable provision to raise awareness of and embrace LGBT diversity, to understand a wide range of spiritual values in other beliefs and to discuss these matters in a safe and supportive environment	Yes	There is no specific mention of collective worship in the report	<b>Inspection area</b>	<b>Judgement</b>
				<b>Standards</b>	Good
				<b>Wellbeing and attitudes to learning</b>	Good
				<b>Teaching and learning experiences</b>	Good
				<b>Care, support and guidance</b>	Excellent
				<b>Leadership and management</b>	Good
				<p>Bassaleg School is an inclusive school in which care support and guidance is central to its ethos. The school’s comprehensive provision to strengthen pupils’ sense of community, promote respect for diversity, support them to become ethically informed citizens and to develop their leadership skills is a strong feature of its work. This has contributed successfully to a culture where equality and diversity are celebrated and where pupils demonstrate a secure sense of social awareness and responsibility.</p> <p>The school’s tutor programme is an outstanding aspect of its work. It covers an extensive range of topics around mental health, relationship and sexuality education, building resilience, awareness around young carers and global citizenship. The programme is based closely on first hand evidence, current research and the views of pupils and staff. This provides pupils with a wide range of opportunities to explore and develop their moral and social values.</p> <p>Many (pupils) show a secure understanding of the purpose of their writing across the curriculum, and use a range of techniques successfully to enhance the quality of their writing, <b>for example when pupils write effectively to justify their opinions on the plausibility of weeping statues in religious education</b>, or in history,</p>	

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within the school's enhanced 'religion, morals and philosophy' programme.

when writing to convince a government to ban slavery. Many pupils have a clear understanding of how to stay safe online and most show confidence in their interactions with new people. They show high levels of care and respect for others. Most pupils develop well as ethically, informed citizens. For example, pupils' contributions to the global learning project and the 'Health and happiness at Bassaleg' project have resulted in an increased awareness of cultural differences and higher levels of tolerance and support for their peers.

A notable feature of the school's work is the way in which it encourages pupils' active involvement in all aspects of school life and the wider community. There are extensive opportunities to develop pupils' wider skills, such as decision-making, through participation in groups such as the Eco Club and the sixth form 'Giving back to Bassaleg' programme. A particular strength is the focus on mental wellbeing. The school's pupil-led mental health council actively raises awareness and offers strong peer-to-peer support by trained pupils. In addition, the school provides beneficial opportunities for pupils to develop a strong sense of social responsibility through raising significant amounts of money for local and national charities, such as Newport Mind and Shelter Cymru. The school tracks closely the involvement of vulnerable pupils and those with protected characteristics in its community activities and pupil groups. It uses this information effectively to actively encourage involvement of a diverse range of pupils to ensure that all pupil representative groups are reflective of the school population as a whole. The school is proactive in identifying and supporting young carers to build their own support network. A notable feature is the successful leadership skills demonstrated by pupils, including those with additional learning needs, across a wide range of roles. For example, the 'Queer and Straight Alliance

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				<p>group' has successfully influenced school policy to introduce gender neutral uniform and has played a significant role in developing an inclusive and tolerant environment. The mental health ambassadors play an important role throughout the school in securing positive mental wellbeing for a significant number of pupils. These ambassadors have a good understanding of how to support their peers and provide useful guidance.</p> <p>The school develops pupils' appreciation of Welsh heritage and culture suitably through a range of activities such as learning the Welsh national anthem, the annual Eisteddfod, trips to Glan Llyn and Llangrannog, the study of Welsh artists and celebrating Santes Dwynwen day.</p>	
<b>School and date of inspection</b>	<b>Spiritual Development</b>	<b>CW: meeting legal requirements</b>	<b>CW: quality</b>	<b>Other comments / issues / religious education / cultural development / community links</b>	
<b>Somerton Primary June 2019</b>	The school promotes pupils' spiritual and moral development successfully by providing regular collective worship assemblies and through class-based discussions.	Yes	The school promotes pupils' spiritual and moral development successfully by providing regular collective worship assemblies and through class-based discussions.	<b>Inspection area</b>	<b>Judgement</b>
				<b>Standards</b>	Good
				<b>Wellbeing and attitudes to learning</b>	Good
				<b>Teaching and learning experiences</b>	Good
				<b>Care, support and guidance</b>	Excellent
				<b>Leadership and management</b>	Excellent
				<p>The school develops cultural values well, for example through visits from parents who talk about their different home cultures and traditions. This helps to create a strong sense of tolerance and belonging.</p> <p>Most pupils recognise the importance of caring for people less fortunate than themselves. They take part in regular charity events raising money for local, national and world causes. In addition, pupils deliver food parcels to older members of the local community at harvest time. Older pupils took part in a 'presents for</p>	

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			<p>the homeless' project where they helped to collect items for people living on the streets.</p> <p>Many pupils take part successfully in community activities. For example, Year 5 pupils take part in litter picks in the local area and the school choir sing at a local supermarket at Christmas.</p> <p>Many older pupils take on leadership roles with commitment. They participate in groups such as the school council and eco committee with enthusiasm. The work of these groups is beginning to have an impact on improving aspects of the school. For example, members of the Criw Cymraeg have recently started to lead assemblies and to promote a Welsh phrase of the week. However, most groups are mainly adult-led and pupils do not take on roles such as chairing meetings or preparing an agenda well enough.</p> <p>Nearly all school staff support the curriculum well through a programme of valuable visits to places such as local farms and heritage sites, along with regular visits by speakers to the school. As part of the key stage 2 curriculum, the school offers pupils an enhanced variety of musical experiences, including African drumming and singing. These activities effectively inspire pupils to try activities they may not have experienced previously.</p> <p>Nearly all teachers capture pupils' imagination well. Topical projects, such as Black History Month, and celebrations from cultures represented in the school provide insight into the real world and raise pupils' aspirations and sense of belonging.</p> <p>Teachers ensure that pupils learn about the culture and heritage of Wales meaningfully. For example, the school holds an annual school Eisteddfod and pupils study the works of famous Welsh artists including Rhiannon Roberts and David Burton. Pupils also have opportunities to research local Welsh landmarks such as Tredegar house and Newport castle. Most pupils have a good</p>
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				understanding of the benefits of being bilingual and view Welsh as a living, useful language.
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**Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately. Some school inspection reports have been included below for information only. Additionally, RE is not currently statutory for nursery children but a synopsis of an inspection report has been included for information.**

School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
<b>St Joseph's RC Primary</b>  <b>February 2019</b> <b><u>(This is for information only to share good practice- SACRE's monitoring role concerns only state maintained schools)</u></b>	The provision to develop pupils' spiritual and moral understanding is outstanding.  The school is a very caring community which is highly effective in promoting respect and empathy towards others.  Assemblies make an outstanding contribution to the strong whole school ethos and developing pupils' spiritual, moral and social skills. The whole school meditation sessions held at the start of each afternoon contribute significantly to the wellbeing of nearly all pupils.  The school provides a range of sensitively planned activities	Yes	St Joseph's voluntary aided Roman Catholic Primary school is a highly inclusive and nurturing learning community for its pupils. It has an outstanding caring ethos, and celebrates the cultural diversity of the local area very successfully.  The strong caring Christian ethos is central to the life of the school. It encompasses every aspect of school life and underpins the work of staff and governors effectively.	<b>Inspection area</b>	<b>Judgement</b>
				<b>Standards</b>	Good
				<b>Wellbeing and attitudes to learning</b>	Excellent
				<b>Teaching and learning experiences</b>	Excellent
				<b>Care, support and guidance</b>	Excellent
				<b>Leadership and management</b>	Excellent
In the foundation phase, most pupils enjoy learning songs and rhymes and in key stage 2 most express themselves in familiar contexts with increasing confidence. The work of the 'Cryw Cymraeg' encourages great enthusiasm towards the language and culture of Wales.  All pupils from Year 2 to Year 6 are members of the school parliament. Nearly all of them develop increasing independence and responsibility by participating in the valuable and purposeful activities of the nine ministries within their parliament. The work of the school parliament also makes a very valuable contribution to the local community. For example, the guardian angels' ministry has established a strong relationship with a local nursing home, and have been trained in dementia friendly approaches.					

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	<p>which embrace and celebrate pupils' cultures, languages and faiths successfully. Teachers provide pupils with frequent opportunities across the curriculum to enable them to broaden their attitudes towards human rights. As a result, most pupils strive to become ethical and knowledgeable individuals. Stimulating activities during Anti-bullying Week help to reinforce pupils' understanding of respect and tolerance. The school actively promotes and celebrates the cultural diversity within the community. The 'Big Me' event invites visitors from different career backgrounds into school and is successful in raising pupils' aspirations and preparing them well for the wider world of work. Visitors such as the male midwife help to challenge gender stereotypes and promote equality.</p>			<p>Most pupils develop well as ethical citizens and raise significant amounts of money for good causes locally, such as supporting the homeless in Newport. They show very good appreciation of the cultural diversity within the school and local area and actively celebrate different pupils' traditions and languages. As a result, the school is an extremely inclusive, diverse and happy community.</p> <p>Staff allow pupils to lead the activities. This has a very significant effect upon their wellbeing, and attitudes to learning. This focus on developing pupils' independence enables almost all of them to develop as confident independent learners regardless of their ability in a particular area.</p> <p>Staff allow pupils to lead the activities. This has a very significant effect upon their wellbeing, and attitudes to learning. This focus on developing pupils' independence enables almost all of them to develop as confident independent learners regardless of their ability in a particular area.</p> <p>Nearly all pupils in key stage 2 develop a strong awareness of global citizenship through their studies of different countries. Teachers successfully promote the United Nations Human Rights of the child. As a result, most pupils develop an excellent understanding of their own rights and an awareness of the challenges faced by children in different communities.</p> <p>Nearly all pupils prepare and take part confidently in class assemblies. Most take part in the annual school Eisteddfod which greatly enhances their awareness of aspects of Welsh culture. There are effective opportunities for pupils to learn about the history and cultural heritage of their local area and of Wales.</p>
<p><b>School and date of inspection</b></p>	<p><b>Spiritual Development</b></p>	<p><b>CW: meeting legal requirements</b></p>	<p><b>CW: quality</b></p>	<p><b>Other comments / issues / religious education / cultural development / community links</b></p>

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<p>St Gabriel's RC Primary</p> <p>March 2019</p> <p><u>(This is for information only to share good practice– SACRE's monitoring role concerns only state maintained schools)</u></p>		<p>Yes</p>		<table border="1"> <thead> <tr> <th data-bbox="1290 193 1951 233">Inspection area</th> <th data-bbox="1951 193 2168 233">Judgement</th> </tr> </thead> <tbody> <tr> <td data-bbox="1290 233 1951 272">Standards</td> <td data-bbox="1951 233 2168 272">Good</td> </tr> <tr> <td data-bbox="1290 272 1951 312">Wellbeing and attitudes to learning</td> <td data-bbox="1951 272 2168 312">Good</td> </tr> <tr> <td data-bbox="1290 312 1951 352">Teaching and learning experiences</td> <td data-bbox="1951 312 2168 352">Good</td> </tr> <tr> <td data-bbox="1290 352 1951 392">Care, support and guidance</td> <td data-bbox="1951 352 2168 392">Good</td> </tr> <tr> <td data-bbox="1290 392 1951 432">Leadership and management</td> <td data-bbox="1951 392 2168 432">Good</td> </tr> </tbody> </table> <p>Pupils have many worthwhile opportunities to develop their understanding of moral and social matters. The personal and social education programme contributes well to developing these aspects of pupils' learning and wellbeing.</p> <p>Many pupils in key stage 2 create effective presentations on the solar system and diary entries of Jewish children who lived during the Second World War. Most pupils behave well in lessons, at break times and around the school. They are very polite and respectful towards staff, visitors and their peers. Most work together effectively and older pupils take good care of younger pupils on the playground and when moving around the school. Most pupils know where to turn if they feel worried or upset. Most pupils listen carefully to the views of others and wait patiently for their turn. This contributes successfully to the school's calm and tolerant ethos and has a very positive impact on pupils' wellbeing and standards. Members of the school council, eco council and Criw Cymraeg fulfil their roles competently and make a notable contribution to school life. Another group of pupils plan successful whole-school activities, such as arranging events with refreshments in order to share the Welsh language with parents, supporting various charities at home and abroad through a Catholic organisation and organising carol singing in a local care home. Teachers enrich the curriculum effectively through a wide range of educational visits and by inviting visitors to the school to speak to pupils. For example, in the foundation phase, pupils visit a farm as</p>	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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				part of their topic work on 'out and about' and this helps them to understand different modes of transport and why farms need tractors. Theatre companies visit the school regularly to help promote pupils' understanding of a wide range of myths and legends. There are also purposeful opportunities for pupils to improve their understanding of other cultures. For example, they participate in a cultural diversity week and learn about such countries as Brazil and Poland. There are good opportunities for pupils to learn about the culture and heritage of Wales. For example, pupils study the stories of Gelert and Catre'r Gwaelod, and they are inspired by Welsh artists to produce stimulating landscape paintings, which they proudly display throughout the school. There are good opportunities for pupils to learn about the culture and heritage of Wales. For example, pupils study the stories of Gelert and Catre'r Gwaelod, and they are inspired by Welsh artists to produce stimulating landscape paintings, which they proudly display throughout the school.												
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<b>Kimberley Nursery</b> <b>April 2019</b>  <b><u>(This is for information only to share good practice- SACRE's monitoring role concerns only learners aged 4-16 in state</u></b>	Visits to the local church to take part in celebrations and craft activities with parents foster a real sense of community.  The nursery school provides an effective range of learning experiences to support the personal and social needs of the children. For example, staff brought the theme of 'looking after yourself and	N/A	N/A	<table border="1"> <thead> <tr> <th><b>Inspection area</b></th> <th><b>Judgement</b></th> </tr> </thead> <tbody> <tr> <td><b>Standards</b></td> <td>Good</td> </tr> <tr> <td><b>Wellbeing and attitudes to learning</b></td> <td>Good</td> </tr> <tr> <td><b>Teaching and learning experiences</b></td> <td>Good</td> </tr> <tr> <td><b>Care, support and guidance</b></td> <td>Good</td> </tr> <tr> <td><b>Leadership and management</b></td> <td>Good</td> </tr> </tbody> </table> <p>Nearly all children feel safe, secure and enjoy coming to nursery school. They engage confidently with staff and visitors. Most interact appropriately with one another, playing together co-operatively whilst undertaking a wide range of tasks.  Nearly all children have an increasing understanding of the importance of caring for the environment through activities such as</p>	<b>Inspection area</b>	<b>Judgement</b>	<b>Standards</b>	Good	<b>Wellbeing and attitudes to learning</b>	Good	<b>Teaching and learning experiences</b>	Good	<b>Care, support and guidance</b>	Good	<b>Leadership and management</b>	Good
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others' to life by asking a mother to bring her baby to school. She showed the children how to care and look after the baby. This helped the children to consider how they care for others. Circle time is a regular feature that is reactive to the current needs of the children, for example in addressing issues over road safety and understanding the importance of showing respect to each other. They sing songs in the local church and listen to a variety of music from different parts of the world. This develops their spiritual, moral and cultural understanding effectively.

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'trash or treasure', where they learn about living and non-living things. Older children willingly take on responsibility for looking after their younger classmates and those in the Communication Class. For instance, they help them pour drinks, turn taps on and off and put on their wellingtons. Nearly all pupils behave well, and are polite and well-mannered. Most are sensitive to the needs of others.

The nursery regularly uses its local environment and trips, to enrich children's learning experiences, such as a visit to Newport Wetlands as part of their work on living things. Children took part in pond dipping and observed how seasonal changes affected the trees. Visits to the local church to take part in celebrations and craft activities with parents foster a real sense of community.

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