

**Analysis of Inspection Reports
Flintshire SACRE
October 2012**

Inspected under the new Estyn Framework

5 Schools

School	Dates	Reporting Inspector
Ysgol Merllyn	February 2012	Wil Williams
Drury CP	March 2012	Dr P David Ellis
Ysgol Terrig	April 2012	Goronwy Morris
Ewloe Green CP	July 2012	Peter Mathias
St Mary's RC	July 2012	Terwyn Tomas

POSTIVE COMMENTS

Key Question 1: How good are outcomes

Standards

2 schools

- In Foundation Phase, pupils have learnt about Bishop William Morgan. (*Ewloe Green CP*)
- Most pupils speak, read and write Welsh at an appropriate level within the structured context of their Welsh lessons, during registration and collective worship. (*St Mary's RC*)

Wellbeing

1 School

- Pupils' involvement in local activities and events effectively develops their awareness and understanding of their community. (*Drury CP*)

Key Question 2: How good is provision

4 Schools

Learning experiences:

- The curriculum is broad and balanced and meets statutory requirements. It successfully stimulates pupils' interest and builds effectively on their prior learning. (*Drury CP*)
- Teachers provide a range of interesting experiences inside and outside that capture interest and respond to the needs of most of the school's pupils. The activities fulfil the requirements of the Foundation Phase, the national curriculum and religious education. (*Ysgol Terrig*)
- There is effective provision to enable pupils to learn about sustainability and global citizenship (*Ysgol Terrig*)
- There is appropriate provision for pupils' spiritual, moral, social and cultural development. Through visits and projects, teachers ensure a range of creatively and culturally valuable experiences for pupils. The joint worship sessions contribute significantly to the school's caring atmosphere. (*Ysgol Terrig*)
- Many fundraising events are linked with global issues. The school has very well-developed partnerships with other schools, institutions and individuals in several countries. This helps pupils make excellent progress in understanding their roles as citizens of the world. (*Ewloe Green CP*)

- The use of special events, such as a Fairtrade Fortnight, has a very positive impact on the delivery of the curriculum. (*St Mary's RC*)
- The school provides pupils with a good range of opportunities to learn about global citizenship. (*St Mary's RC*)

Care, support and guidance:

4 Schools

- A well balanced programme of personal and social education promotes pupils' social, moral and cultural development very effectively. (*Ysgol Merllyn*)
- The learning experiences provided effectively develop pupils spiritually, morally, socially and culturally. (*Drury CP*)
- There is excellent provision for all pupils' spiritual, moral, social and cultural development. Provision for pupils' social and cultural development both in and out of school is of a very high quality. Assemblies have very well planned opportunities to reflect and to experience the spiritual elements of life. (*Ewloe Green CP*)
- Opportunities for pupils to celebrate their place in the world are particularly strong. (*Ewloe Green CP*)
- Pupils are provided with a range of good opportunities to develop spiritually, morally, socially and culturally and are encouraged to develop a sense of curiosity and to share their viewpoint and own experiences. The school's personal and social education programme contributes very positively to the health and wellbeing of pupils. (*St Mary's RC*)

Learning environment:

5 Schools

- Positive attitudes to equality and diversity are successfully promoted through classroom practice, curricular themes, international aspects and collecting on behalf of a range of charities. (*Ysgol Merllyn*)
- The school promotes a strong sense of inclusion, tolerance and community wellbeing. (*Drury CP*)
- Diversity is recognised and celebrated and an understanding of different cultures is appropriately developed. (*Drury CP*)
- Respect for diversity and racial equality is promoted through a variety of work studying foreign countries. (*Ysgol Terrig*)
- The school succeeds in operating as a very inclusive community where everyone received the utmost respect. A clear emphasis is placed on recognising and celebrating diversity. Staff have visited Africa for an education programme. Visitors from Africa, New Zealand and South America have taken assemblies promoting cultural differences, understanding and tolerance. Pupils' knowledge and understanding is further enhanced through the school's work in fundraising and supporting an African orphanage. The choir supports community projects charity fundraising and celebrations and joins with Hawarden High School for a number of joint projects. (*Ewloe Green CP*)
- Equal opportunities are promoted well and staff encourage pupils to challenge and celebrate differences. The school regularly reminds pupils in assemblies and in discussions of the importance of treating each other with consideration and respect. (*Ewloe Green CP*)
- The school is an inclusive Christian community where pupils learn in a secure, happy and caring environment. There is a strong emphasis on equality and the school recognises and celebrates diversity positively, through the curriculum and out-of-school activities. (*St Mary's RC*)

Key Question 3: How good is leadership and management

Partnership working:

1 School

- Pupils' understanding of other cultures is promoted well through active ongoing international links and the study of other countries. (*Ewloe Green CP*)

NEGATIVE COMMENTS

Recommendations

1 School

- To improve provision for global citizenship (*Ysgol Merllyn*)

KQ2 – Learning Experiences

1 School

- Provision to enable pupils to increase their knowledge about sustainability and to improve their understanding of the wider world is underdeveloped. (*Ysgol Merllyn*)

KQ2 - Care, support and guidance:

1 School

- Provision for spiritual development is less well developed. (*Ysgol Merllyn*)