

# Analysis of Inspection Reports Flintshire SACRE

**Summer 2014**

*(reports published in the Spring term)*

## 6 Schools

School	Dates	Reporting Inspector
Ysgol Bro Carmel – Carmel, Holywell	03/02/2014	Edward Goronwy Morris
Ysgol Maes Edwin – Flint Mountain	27/01/2014	Jane Williams
Brynford C.P. School, Holywell	27/01/2014	Anthony John Bate
Saltney Ferry C.P. School	13/01/2014	Penny Lewis
Ysgol Derwenfa, Leeswood, Mold	13/01/2014	Richard Lloyd
Castell Alun High School, Hope	02/12/2013	Robert Davies

## POSTIVE COMMENTS

### Current Performance

- The school is a happy, inclusive community that promotes positive attitudes to equality and diversity. (Bro Carmel)

### Key Question 1: How good are outcomes?

### Wellbeing

- They show respect, care and concern for others. (Bro Carmel)
- Pupils develop a good understanding of the local community, for example through the recent centenary celebration of the opening of the school. (Maes Edwin)
- They show courtesy, care and concern for each other and respect for staff and visitors. (Brynford)
- Nearly all pupils behave well. They show respect and care for each other and for all adults in the school... Many pupils actively support the local community, for example to raise... valuable funds for charities including a local children's hospice. (Derwenfa)

## **Key Question 2: How good is provision?**

### **Learning experiences:**

- The requirements of the Foundation Phase, National Curriculum and religious education are met fully through exciting contexts, which build on previous learning successfully. (Bro Carmel)
- The school provides all pupils with valuable opportunities to develop their understanding of the wider world, for example through their recent study of Botswana in key stage 2. (Bro Carmel)
- Pupils' understanding of different cultures and lifestyle is developing well, for example through the study of life in Botswana (Maes Edwin)
- A good range of educational visits to relevant locations and visits from local clergy, local business and the police enrich pupils' experiences. (Saltney Ferry)
- The school plans effectively for global citizenship within the curriculum. (Saltney Ferry)
- The school provides a rich and varied curriculum that meets statutory requirements. (Derwenfa)
- They also provide pupils with suitable opportunities to learn about their role as global citizens through events such as Fairtrade Fortnight. (Derwenfa)

### **Care, support and guidance:**

- Learning experiences promote pupils' personal, spiritual, moral, social and cultural development well. (Bro Carmel)
- Staff provide a suitable range of experiences that support pupils' spiritual, moral, social and cultural development well. Whole school assemblies emphasise moral values, such as sharing and respecting others. Visits to the local church, chapel and Flint Castle effectively promote pupils' spiritual and cultural development. (Maes Edwin)
- The school provides a range of valuable experiences that promotes pupils' spiritual, moral, social and cultural development well. Acts of collective worship enable pupils to reflect on their own, and other people's lives, and they take part in a range of services and performances in the local community and beyond. (Brynford)
- The school provides good opportunities for pupils to develop spiritually and morally through regular assemblies, which provide time for pupils to reflect on a range of issues. (Saltney Ferry)
- There are comprehensive plans and policies in place to support the care and wellbeing of pupils. As a result, the provision for healthy living and pupils' moral, social and cultural development is good. (Derwenfa)
- The school provides well for pupils spiritual development through a good range of topic work and strong relationships with local places of worship. (Derwenfa)
- The school provides a respectful, caring and supportive environment that has a very positive impact on many aspects of pupils' wellbeing and personal development. (Castell Alun)

- Assemblies and tutorial sessions provide good opportunities for reflection and help promote pupils' spiritual and moral development effectively. The extensive provision of extra-curricular activities, with high rates of participation, makes a very worthwhile contribution to pupils' sporting, cultural and social development. (Castell Alun)

### **Learning Environment:**

- The school is a happy, welcoming and inclusive community where staff place a high emphasis on the wellbeing of their pupils. (Bro Carmel)
- The school promotes and reflects a very inclusive ethos and this is evident within the happy and friendly atmosphere within the school. Through whole school assemblies, and within the classroom, achievements are regularly celebrated. (Brynford)
- The school is a caring, learning community that promotes respect towards adults and pupils. This is one of the school's strengths. In line with its motto, the school fulfils its aim of treating all pupils equally. (Brynford)
- Overall, the school takes appropriate account of the pupils' different backgrounds and it promotes an inclusive ethos. (Saltney Ferry)
- Staff provide frequent opportunities for pupils to show care and consideration for others in the school and in the wider community. This promotes tolerant attitudes well. Pupils have equal access to the curriculum and extra-curricular activities. (Dewernfa)
- All pupils take great pride in belonging to the school and demonstrate high levels of empathy and consideration towards peers, staff and the wider community. In particular, pupils carry out a range of extremely worthwhile activities in the community, for example providing valuable support for a local hospice centre. The school effectively supports pupils from all backgrounds and ensures that they have equal access to the school curriculum and other wider opportunities to succeed in all aspects of school life. (Castell Alun)

### **Key Question 3: How good is leadership and management?**

#### **Partnership working:**

- Extensive links with churches and groups in the local community enrich pupils' learning experiences. (Bro Carmel)
- Links with the local community are diverse and include using places of worship for school events and working with the local football club. The inclusion of members of the community in the recent school centenary celebrations is a good example of successful links with the community. (Maes Edwin)
- The school plays an active role in the local community, for example by visiting the local chapel and church for various seasonal activities. Close co-operation with members of the local community has led to the implementation of well-planned curricular projects, for example the establishing of a memorial to local copper workers. (Brynford)
- The school has strong links with the local community. (Derwenfa)