

Public Document Pack

Gareth Owens LL.B Barrister/Bargyfreithiwr

Chief Officer (Governance)

Prif Swyddog (Llywodraethu)



CS/NG

17 November 2023

Jan Kelly / 01352 702301
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To: Cllr Marion Bateman (Chair)

Councillors: Paul Cunningham, Adele Davies-Cooke, Mared Eastwood, Dave Mackie, Roz Mansell, Debbie Owen and Andrew Parkhurst

RELIGIOUS DENOMINATIONS:

Church in Wales Representatives

(St Asaph Diocese)

Jennie Downes (Diocesan Office)

Marina Parsons (Headteacher Trelawnyd)

Roman Catholic Representatives

Wendy White (Diocesan Office)

and John Morgan (St Anthony's Catholic Primary School)

Presbyterian Church of Wales

(Henaduriaeth y Gogledd Ddwyrain)

Rev. Huw Powell Davies and

Ann Smith

TEACHER ASSOCIATIONS:

Secondary Heads

Catherine McCormack (St Richard Gwyn Catholic High School)

Primary Heads Federation

Anna Stephens (St John the Baptist VA School)

Secondary RE Specialist

Lyn Oakes (Alun High School)

College Representative Deeside VI

Robert Hughes (Coleg Cambria)

Primary Classroom Teachers

Amira Mattar (Westwood CP School)

Special School Representative

Julian Lewis (Ysgol Pen Coch)

Dear Sir / Madam

A remote meeting of the **FLINTSHIRE SACRE / STANDING ADVISORY COUNCIL (SAC) / STANDING ADVISORY COUNCIL (SAC)** will be held on **THURSDAY, 23RD NOVEMBER, 2023** at **4.00 PM** to consider the following items.

Yours sincerely

Steven Goodrum
Democratic Services Manager

The meeting will be live streamed onto the Council's website. A recording of the meeting will also be available, shortly after the meeting at <https://flintshire.publici.tv/core/portal/home>

If you have any queries regarding this, please contact a member of the Democratic Services Team on 01352 702345.

A G E N D A

1 APPOINTMENT OF CHAIR FOR 2023 - 2024

To appoint a Chair for the Committee for the year 2023 – 2024.

2 TO APPOINT A VICE CHAIR FOR 2023 - 2024

To appoint a Vice Chair for the Committee for 2023 – 2024.

3 APOLOGIES FOR ABSENCE

4 DECLARATIONS OF INTEREST: CODE OF LOCAL GOVERNMENT CONDUCT

Members are reminded that they must declare the **existence** and **nature** of their declared personal interests.

5 MINUTES (Pages 5 - 8)

To approve and sign as a correct record the minutes of the previous meeting.

6 WASACRE MEETING ON 25 OCTOBER 2023

To receive a verbal update at the meeting from Vicky Barlow, Senior Manager for School Improvement, Education and Youth Portfolio.

7 DRAFT ANNUAL REPORT FOR SACRE 2022 - 2023 (Pages 9 - 18)

To receive the draft annual report for approval from Vicky Barlow, Senior Manager for School Improvement, Education and Youth Portfolio.

8 ANALYSIS OF ESTYN INSPECTION REPORTS (Pages 19 - 24)

To receive a report from Vicky Barlow, Senior Manager for School Improvement, Education and Youth Portfolio.

9 WJEC CONSULTATION ON RELIGIOUS STUDIES GCSE PROPOSALS

<https://www.wjec.co.uk/home/qualifications-in-development/qualified-for-the-future-wjec-is-ready-to-deliver/consultation/>

10 **CORRESPONDENCE**

11 **FUTURE MEETINGS**

Future meetings will be held at 4pm on the following dates:

Wednesday 7 February 2024

Wednesday 5 June 2024

Procedural Note on the conduct of meetings

The Chair will open the meeting and introduce themselves.

The meeting will be attended by a number of Councillors. Officers will also be in attendance to present reports, with Democratic Services officers acting as hosts of the meeting.

All attendees are asked to ensure their mobile phones are switched off and that any background noise is kept to a minimum.

All microphones are to be kept muted during the meeting and should only be unmuted when invited to speak by the Chair. When invitees have finished speaking they should go back on mute.

To indicate to speak, Councillors will use the chat facility or use the electronic raise hand function. The chat function may also be used for questions, relevant comments and officer advice and updates.

The Chair will call the speakers, with elected Members addressed as 'Councillor' and officers addressed by their job title e.g. Chief Executive' or name. From time to time, the officer advising the Chair will explain procedural points or suggest alternative wording for proposals, to assist the Committee.

If and when a vote is taken, the Chair will explain that only those who oppose the proposal(s), or who wish to abstain will need to indicate. The officer advising the Chair will indicate whether the proposals are carried.

If a more formal vote is needed, this will be by roll call – where each Councillor will be asked in turn (alphabetically) how s/he wishes to vote

At County Council and Planning Committee meetings speaker's times are limited. A bell will be sounded to alert that the speaker has one minute remaining

The meeting will be live streamed onto the Council's website. A recording of the meeting will also be available, shortly after the meeting at <https://flintshire.public-i.tv/core/portal/home>

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FLINTSHIRE COUNTY COUNCIL
SACRE COMMITTEE
7 JUNE 2023

Minutes of the meeting of the SACRE Committee of Flintshire County Council held virtually on the 7 June 2023

IN ATTENDANCE:

Elected Members: Cllr A Parkhurst (AP); Cllr Paul Cunningham (PC); Cllr Debbie Owen (DO); Cllr Roz Mansell (RM); Cllr Mared Eastwood (ME)

Church in Wales Representatives (St Asaph Diocese):
Jennie Downes (JD)

Presbyterian Church of Wales representatives:
Rev Huw Powell Davies (HD); Ann Smith (AS)

Roman Catholic Representative:
John Morgan, Headteacher St. Anthony's RC Primary school

Secondary Headteachers representative:
Catherine McCormack (CM), Headteacher St Richard Gwyn RC High School, Flint

Primary school representative:
Amira Mattar (Westwood CP School)

Secondary schools' representative:
Lyn Oakes, Alun High School

Education Representatives:
Vicky Barlow (VB), Senior Manager School Improvement.

Also, in attendance,
Kim Brookes (KB), Senior Manager, Education & Youth (Clerk);
Karen Jones, Democratic Services Clerk;
Maureen Potter, Democratic Services Clerk - MP confirmed meeting being recorded.

KB welcomed colleagues to the meeting. Welcome also to Cllr Mared Eastwood who has replaced Cllr Ian Roberts as Executive Member for Education and to Ann Smith, representative Presbyterian Church in Wales. It was confirmed that the numbers present meant the meeting was quorate. KB advised that as apologies had been received from Chair and Vice Chair also not in attendance, the members were asked to elect a Chair for the meeting. PC nominated and JM accepted as Chair for the meeting.

1. APOLOGIES FOR ABSENCE

Cllr Dave Mackie; Jane Borthwick, Senior Learning Adviser; Anna Stephens, St John the Baptist VA School: Claire Homard, Chief Officer.

2. DECLARATIONS OF INTEREST – CODE OF LOCAL GOVERNMENT CONDUCT

None declared.

3. MINUTES OF MEETINGS HELD 8 FEBRUARY 2023

Matters arising:

VB confirmed Chief Officer had written to thank schools on behalf of the Committee. VB confirmed date for new committee members workshop on the 4 July 2023.

Agreed: minutes accepted as a true record.

4. WASACRE MEETING HELD ON 21ST MARCH 2023 - To receive a verbal update

VB referred to the draft minutes of the meeting and highlighted

- Update content of annual report to be more engaging
- Playlist of professional learning resources available on Hwb
- Review of KS4 qualifications and where RVE will sit in the reform
- Date of next WASCRE meeting 19 June, held virtually. Four places available. Members to advise VB asap if they would like to attend

Action: VB to send copy of minutes and details of the reform to the group

5. DEVELOPING RELIGION, VALUES AND ETHICS (RVE) (PRIMARY) IN THE NEW CURRICULUM FOR WALES

AM provided presentation on how practice was being developed within her school. Cllr PC welcomed the development of commentary and attitudes to all faiths and beliefs. VB also advised the meeting of the network of RVE Coordinators in primary schools supported by Jane Borthwick in sharing practice and resources. Chair thanked MA for her presentation.

6. ANALYSIS OF ESTYN INSPECTION REPORTS

VB referred to the detailed report attached. She explained how the new Estyn Inspection Framework seeks examples of RVE and this shows a positive commitment by schools and their greater confidence in their work in RVE. VB pleased to celebrate the work demonstrated in our schools. Cllr PC welcomed the examples provided. JD also recognised the vision and ethos demonstrated within the reports and thanked VB.

Action: VB to write to schools and acknowledge their work on behalf of the Committee

7. **COLLABORATIVE RELIGION, VALUES AND ETHICS (RVE) PLANNING BY FLINTSHIRE AND WREXHAM HEADS OF RE FORUM**

LO provided presentation on how practice was being developed collaboratively.

8. **CORRESPONDENCE**

VB informed the meeting of letter received from WASACRE asking for support from authorities for their working group on the development and implementation of the agreed syllabus. Committee welcomed the approach.

Action: VB to circulate the letter and recommended participation from Flintshire

WASACRE Spring Meeting: meeting was informed that 4 representatives from each authority may attend the Spring Conference online, details to follow

VB also pleased to provide a nomination had been received from the Presbyterian Church for a second nominee

FORWARD WORK PROGRAMME:

Meeting agreed to proposals from VB to receive two presentations at future meetings:

Amira Mater on her work in implementing the new Curriculum at Westwood schools and Lyn Oakes on how heads of RE in secondary sector are preparing for the new curriculum.

In response to Cllr DO as a new member of the Committee, agreed that VB organise a workshop for new /all members.

Action: VB to send Cllr DO copy of the WASCRE guide.

9. **FUTURE MEETINGS**

Date of next meeting, 5 October 2023

Action: JD to consider possibility of hosting future meeting at a Church in Wales school

Meeting ended 16.58pm

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Draft Joint Annual Report
of
Flintshire
Standing Advisory Council
For Religious Education (SACRE)
and Standing Advisory Council (SAC) for Religion, Values
and Ethics (RVE)
2022-2023

Foreword

2022 -2023 was an important year with the phased roll out of the new curriculum, including Religion, Values & Ethics (RVE), from September 2022.

Flintshire local authority convened its Agreed Syllabus Conference during the 2021-2022 academic year, in preparation for the implementation of Curriculum for Wales and for the new Standing Advisory Council (SAC) for RVE. The decision of that Conference was to adopt the Welsh Government statutory guidance for Religion, Values and Ethics in its entirety as the new Agreed Syllabus for Flintshire – to be implemented in line with the roll out of the curriculum across the different phases of education.

The role of Flintshire SACRE/ SAC is to support schools and teachers with advice and guidance on implementing a new or revised Agreed Syllabus. Given that RVE is very much integral to the new Curriculum for Wales, the regional professional development programme for curriculum design and development is also very relevant to developing RVE and implementing the new Agreed Syllabus.

Through the Welsh Association of SACREs, Welsh Government have supported some additional development work for RVE nationally, in producing some focused professional learning resources to support schools on embedding RVE within the curriculum. Those resources are made available via the national learning platform, Hwb. Flintshire recommended these professional learning resources to schools in support of the new Agreed Syllabus. Members of SACRE/ SAC are also keen to ensure that this is part of an ongoing dialogue with schools to ensure that RVE becomes fully and embedded within the curriculum.

We know that the new curriculum is very much focused on making provision for learners to develop an appreciation of belonging (in their locality, Wales and the wider world) and to experience the natural world, value the environment and work towards sustainable futures for all.

In each of our local communities, wherever we are in Wales, our schools and their learners have a very rich history, alongside their lived experiences of our vibrant communities today, to draw on and learn from.

RVE within the Curriculum for Wales can offer a distinctive contribution to the realisation of the four purposes for all learners.

Chair of SACRE

2022 -2023

Chief Education Officer

2022 -2023

The role of the Standing Advisory Council for Religious Education:

The principal roles of SACRE are:

- advising the local authority on matters to do with Religious Education and Collective Worship, or Spiritual and Moral Development
- Consideration of applications from Headteachers that their school be released from the statutory requirements for Collective Worship to be wholly or mainly of a broadly Christian character (Determinations)
- Require a Local Authority to review its Agreed Syllabus
- Monitor the provision of Religious Education, collective worship, and spiritual, moral, social, and cultural development in the schools of the Local Authority
- Give advice on teaching the Agreed Syllabus, including choice of materials
- Advising the Local authority on the training for teachers of Religious Education
- Considering complaints about the provision and delivery of Religious Education and Collective Worship made to the Local Authority
- To publish an Annual Report on its work.

The role of the Standing Advisory Council (SAC) for Religion, Values and Ethics

Under the Curriculum and Assessment (Wales) Act 2021 Religious Education (RE) has been replaced by Religion, Values and Ethics (RVE)

SAC advises the local authority on teaching and learning in RVE, including:

- mandatory RVE provision for learners aged 3 to 16 in all maintained schools and funded non-maintained nursery settings.
- provision of optional RVE for post 16 learners (from September 2027)

The SAC can provide advice on:

- methods of teaching
- the choice of teaching materials
- the provision of teacher training
- collective worship in community schools and foundation schools which do not have a religious character.
- any other matter the local authority refers to it, or as decided by the SAC

CONTENTS

	Page No:
1. Advice given to the Local Authority: a) Religious Education and the Agreed Syllabus b) methods of teaching, choice of teaching materials c) Collective Worship	5 - 8
2. Other Matters: a) Local matters b) National Matters: Welsh Government, Estyn and WASACRE c) Complaints	9
3. Appendices: a) Composition of SACRE b) Dates of meetings c) Organisations receiving the report	9-10

The Annual Report

Advice given by the Local Authority

(a) Religious Education / Religion, Values and Ethics

The Agreed Syllabus

Flintshire Local Authority convened the Agreed Syllabus Conference (ASC) on 9th February 2022 and 17th March 2022. The ASC made the recommendation to the Local Authority to adopt the Religion, Values and Ethics guidance in its entirety as the Local Agreed Syllabus for Religion, Values and Ethics in Flintshire - to be implemented in line with the roll out of the new curriculum across the different phases of education.

For all primary schools in Flintshire therefore, this replaced the current Agreed Syllabus with effect from September 2022. For secondary schools in Flintshire, this will replace the current Agreed Syllabus (extended until fully replaced) as the new curriculum is rolled out from September 2023.

The agreed syllabus is not designed to be a scheme of work, but a guide and legal reference point for schools to support them in designing an appropriate and relevant curriculum for their learners which includes RVE within the Humanities Area. The approach of the Framework is based on the principle of subsidiarity and, as such, each agreed syllabus should recognise and reflect the autonomy of each school and setting in realising its own curriculum. One of the intentions of the statutory RVE guidance is to provide the right balance between the central steer of the Framework and the requirements of local determination for RVE, as set out in agreed syllabi across Wales. Therefore, the statutory RVE guidance was written as the basis for the agreed syllabus.

From September 2022, there has been no parental right to request withdrawal from RVE in respect of all learners up to and including year 6, as the Curriculum for Wales will be implemented by all primary schools and settings for learners aged 3 -11 from this date. With respect of secondary schools, there will be flexibility with regard to when they begin the roll out of the new curriculum.

For secondary schools in Flintshire the right to withdraw remained for learners in the academic year 2022/23.

From September 2023, there will be no right to withdraw for years 7 and 8 learners, as all secondary schools and settings will have begun the roll out of the Curriculum for Wales for those year groups. After September 2023, the phased roll-out of the Curriculum for Wales will continue and the right to withdraw will be removed for:

- Year 9 learners in September 2024
- Year 10 learners in September 2025
- Year 11 learners in September 2026

- The advice offered by the Standing Advisory Council reflects the Flintshire Agreed Syllabus for RVE (2022) and the Curriculum for Wales guidance for schools and settings on Hwb.

During the academic year, members were pleased to receive the following presentations:

- “Professional development support for primary schools and resources for Religion, Values and Ethics”, Jane Borthwick, Senior Primary Learning Adviser, Education and Youth Portfolio
- “Developing Religion, Values and Ethics (Primary) in the new Curriculum for Wales” Amira Mattar, Westwood Community Primary School
- “Collaborative Religion, Values and Ethics (RVE) planning by Flintshire and Wrexham Heads of RE Forum”, Lyn Oakes, The Alun School.

In order to support primary schools with the implementation of RVE, the local authority facilitates an RVE Forum which met twice during the last academic year. Meetings were attended by RVE co-ordinators and some headteachers. Agenda items included:

- progress of the national resources on Hwb and sharing of other resources that are being used across the region, including from the Diocese of St Asaph and the St Giles Centre
- the key components of RVE that most schools would be addressing through their taught and wider curriculum
- exploration of some non-religious aspects with a partner school
- work being undertaken in a group of primary schools in Flintshire in partnership with Natural Resources Wales (NRW), who have created a course for teachers which included elements of RVE in relation to a study on Halkyn mountain and one on the shore at Talacre.
- Sharing of effective practice and networking opportunities between schools and RVE co-ordinators.

Standards

Within the Estyn inspection framework there are no subject judgements within inspection reports. Instead, members receive relevant information from the reports relating to Estyn’s comments on a school’s provision for Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC).

Following consideration of Inspection Reports, the Chief Education Officer writes on behalf of SACRE/ SAC to schools, congratulating them on the good features in their reports that relate to RE, RVE and Collective Worship.

Performance Measures

As a result of the covid pandemic, Welsh Government suspended the calculation and publication of Key Stage 4 and legacy sixth form performance measures for 2020 to 2021 and 2021 to 2022 academic years.

The Welsh Government restarted reporting of Key Stage 4 outcomes at a school level in 2023, using the approach adopted in 2019. Information on the headline measures, which are all based on point scores, will be publicly available in Welsh Government statistical reports and on the My Local School website.

The headline measures include:

- Capped 9 measure (interim measures version)
- Literacy measure
- Numeracy measure
- Science measure
- The Welsh Baccalaureate Skills Challenge Certificate measure

These arrangements are for an interim period, beginning with outcomes data from the academic year 2022/23.

The Welsh Government's expectation is that this information:

- Will be used to support schools and local authorities to understand their own contexts and improve their own offer.
- Should not be used in isolation to judge performance or compare schools.

In line with this guidance from Welsh Government, members were not presented with and were unable to discuss any comparative data for examinations in Religious Studies, awarded in 2021/22.

Methods of Teaching

Flintshire SACRE and the local authority have previously provided comprehensive documents and materials in support of the Agreed Syllabus, and these contain advice on methods of teaching and delivery of Religious Education.

Flintshire SACRE continues to advise the local authority on RE provision for learners between 11 and 18 until the Curriculum for Wales roll out has been fully completed.

Given that RVE is very much integral to the new Curriculum for Wales, the regional professional development programme, provided by GwE, for curriculum design and development of Areas of Learning Experiences is also very relevant to developing RVE and implementing the new Agreed Syllabus. GwE also facilitated professional development sessions for Unpacking the Humanities Area of Learning and Experience (AOLE), aimed at secondary teachers of Humanities, including Religious Education.

Members of SACRE/ SAC also committed to ensure that this is part of an ongoing dialogue with schools to ensure that RVE becomes fully and embedded within the curriculum.

SACRE/ SAC does not formally advise schools in the matter of purchasing teaching resources as this is a matter for schools themselves.

Resources Recommended

Guidance documents provided by SACRE previously continue to be available to schools. In addition, advice is offered in response to specific requests.

Through the WASACRE, Welsh Government have supported some additional development work for RVE nationally, to produce some focused professional learning resources to support schools on embedding RVE within the curriculum. That work is almost complete and will be shared with all schools via Hwb as soon as available. Flintshire SAC has recommended these professional learning resources to schools in support of the new Agreed Syllabus.

Schools are encouraged as part of effective school to school collaboration to facilitate opportunities for Religious Education teachers to share resources relevant for GCSE and A level courses.

Collective Worship

As part of the usual process of monitoring, Estyn inspection reports are analysed in relation to Collective Worship, spiritual, moral, social and cultural (SMSC). These are compiled and noted by SACRE/ SAC. Letters are sent to schools following consideration, commending any good practice and offering support as necessary. However, the pandemic meant that Estyn could only visit a few providers during the year, mainly in the summer term.

No INSET has been provided for Collective Worship in the current academic year.

The Estyn supplementary guidance on inspecting Collective Worship was updated in April 2018.

Determinations

There were no requests for determinations in 2022-2023.

2. Other Matters

Local

Flintshire primary and secondary schools were reminded of the requirements of the new Agreed Syllabus for Flintshire (2022)

During the year, members continued to hold meetings virtually.

National

Welsh Government

Welsh Government published their Religion, Values and Ethics (RVE) guidance in spring term 2022.

WASACRE

Members of SACRE and the local authority were represented at the three meetings of WASACRE during the academic year and SACRE received reports from representatives attending. Minutes and presentations can be found on WASACRE's website.

Flintshire's Senior Manager for School Improvement, sits as a member of the Executive of the Wales Association of SACREs (WASACRE).

3. Appendices:

Composition of SACRE /SAC:

Representing Flintshire County Council: (September 2022– April 2023)

Councillor Marion Bateman, Councillor Paul Cunningham, Councillor Adele Davies-Cooke, Councillor Mared Eastwood, Councillor Dave Mackie, Councillor Roz Mansell, Councillor Debbie Owen and Councillor Andrew Parkhurst

Representing Religious Denominations:

Church in Wales Representatives (St Asaph Diocese) Jennie Downes, Marina Parsons

Roman Catholic Representatives (Wrexham Diocese); Wendy White, John Morgan

Presbyterian Church of Wales; Rev. Huw Powell Davies, Ann Smith

Representing Teacher Associations

Secondary Headteachers; Catherine McCormack

Primary Heads Federation; Anna Stephens

Secondary RE Specialist; Lyn Oakes

College Representative Deeside VI; Robert Hughes

Primary Classroom Teachers; Amira Mattar

Special School Representative; Julian Lewis

(b) Dates of meetings held:

24th November 2022

8th February 2023

7th June 2023

(c) Organisations receiving the report:

- Welsh Government
- Flintshire Schools
- The report is also available via WASACRE for interested organisations.

Analysis of Estyn Inspection Reports

Flintshire SACRE

November 2023

Reports published since the last SACRE meeting

School *	Inspection by Estyn
Nannerch Primary School (Nantlwyns Federation)	March 2023
Nercwys CIW VA School (Nantlwyns Federation)	March 2023
Elfed High School	April 2023
Trelawnyd VA School	May 2023
Cornist Park CP	June 2023
Ysgol Penyffordd	June 2023

**Denominational inspections (Section 50) are carried out in voluntary aided (VA) and voluntary controlled (VC) schools. In VA schools Section 50 inspections report on religious education, collective worship, the spiritual, moral, social and cultural education of the children and the school's ethos. In voluntary controlled schools Section 50 inspectors report on collective worship and the school's ethos and, where requested by the school governors, the spiritual, moral, social and cultural education of the children.*

1. Inspection Area: Learning

No relevant comments.

2. Inspection Area: Wellbeing and attitudes to Learning

2.1 Pupils have an increasing understanding of the rights of children, for example when discussing the human rights symbol of 'Little Amal' a Syrian refugee they demonstrate empathy and understanding of his plight. On occasion, pupils develop these discussions effectively through expressive arts activities (Nercwys CIW VA School)

2.2 Nearly all pupils demonstrate positive attitudes when participating in community events such as visiting the local residential home, litter picking around the locality or competing in local eisteddfodau. They are proud of their efforts in support of local and national charities. Most pupils have a clear understanding of the need for rules and the concept of fairness and equality. They demonstrate a good understanding of cultural diversity, for example when learning about different religions. They have a clear understanding of the impact of natural disasters and some of the ethical issues

facing the world, such as the need to protect the rainforest. These initiatives have a positive effect on their awareness of the needs of others in their community and the wider world and help pupils to develop as ethical and responsible citizens. (Trelawnyd VA School)

2.3 Most pupils have a clear understanding of the concept of fairness, respect and tolerance, and they are beginning to develop a suitable understanding of cultural diversity in modern Wales. They demonstrate an appropriate understanding of some of the ethical issues facing the world, such as the need to protect the environment. They are proud of their efforts in support of national and local charities. These initiatives have a positive effect on their awareness of the needs of others in their community and the wider world and help them to develop as ethical and responsible citizens. (Cornist CP)

2.4 Nearly all pupils show a growing awareness of global issues and the impact these have on people's lives. For example, pupils' recent work on refugees has had a positive effect on their understanding of the needs of others, locally, nationally and internationally. From a young age, most pupils have a strong understanding of equality and rights. By Year 6, nearly all pupils are ethical, informed citizens who show empathy and sensitivity when discussing issues that impact on other people from different backgrounds. (Ysgol Penyffordd)

3. Inspection Area: Teaching and Learning Experiences

3.1 The school fosters a strong sense of belonging and its focus on values supports pupils to think about ways they can make someone else's life better. Older pupils learn about influential people, such as Martin Luther King Jnr and natural disasters such as earthquakes, considering the impact of both on human rights as they develop as ethical citizens. (Nannerch Primary School)

3.2 EHS has a suitably broad, balanced and inclusive curriculum which meets the needs of most pupils. (Elfed High School)

3.3 Staff utilise well-established links with the church, community, and local area successfully to enrich the curriculum, for example through the allotment project which provides authentic links with members of the community. (Trelawnyd VA School)

4. Inspection Area: Care, Support and Guidance

4.1 The school supports pupils to understand issues such as equality, diversity and inclusion appropriately. For instance, pupils develop their understanding of the needs and rights of others when learning about influential role models, stories and poems

during Black History Month. After studying the rights of the child, pupils raised funds to support an international charity that provides water sanitation equipment to other countries. Through a broad range of topics, the school helps pupils develop a clear understanding of the wider world, alongside their own heritage and Welsh culture. (Nannerch Primary School)

4.2 A range of activities and opportunities, promotes pupils' moral development. For example, pupils learn about a range of faiths and the school has strong links with the local church. (Nannerch Primary School)

4.3 The school assists pupils to understand issues such as equality, diversity and inclusion appropriately. As part of a recent project on 'Space Race', pupils researched inequality during the space race, particularly referencing how countries could afford to send people to the moon, whilst many people were living in poverty (Nercwys CIW VA School)

4.4 A range of activities and opportunities, promotes pupils' moral development. For example, while studying world religions, pupils effectively compare census data to examine the decline of people worshipping in the different faiths. The school has very good links with the Church, including visits to study the history of the building. (Nercwys CIW VA School)

4.5 The support for pupils' well-being is a strength of the school. Discreet well-being lessons cover a comprehensive range of relevant topics such as healthy living, esafety and human rights. During form tutor periods and school assemblies, staff provide effective opportunities to develop pupils' spiritual, moral, social and cultural development. (Elfed High School)

4.6 Staff work hard to ensure that the school provides a calm, caring and nurturing environment where pupils feel safe, happy and ready to learn. This is underpinned by Christian values and leads to a highly inclusive school culture where the needs of nearly all pupils are prioritised. Staff know their pupils, their backgrounds and the local community very well. (Trelawnyd CP)

4.7 The school provides positive opportunities for pupils to visit the locality including the church, residential home and local farm. This strengthens pupils' understanding of their community. Staff provide pupils with the purposeful opportunity to make a positive difference to the lives of citizens within Wales and the wider world. For example, through their support to local and national charities. (Trelawnyd CP)

4.8 The school's environment and collective worship promote pupils' moral, ethical and spiritual development successfully. Staff provide regular planned opportunities for pupils to find out about the characteristics of different religions and to reflect on

fundamental questions and on their own beliefs or values. They provide pupils with beneficial opportunities for personal reflection, for example through well-being sessions and visits to the spirituality tree. Staff provide pupils with purposeful experiences to raise their awareness of their rights and encourage them to consider the needs of others. They encourage them to engage purposefully in community events such as Fair-Trade Coffee mornings. These initiatives ensure that nearly all pupils have a clear understanding of fairness, equality and inclusion within their daily lives. (Trelawnyd CP)

4.9 There are worthwhile opportunities for pupils to develop their leadership skills. For example, the school council is pro-active in promoting 'Rights of the Child'. Members lead school assemblies and create child friendly posters to share key messages with their peers. They develop a strong sense of responsibility and contribute effectively towards encouraging other pupils to better understand their own role within a diverse world. (Cornist CP)

4.10 The school's environment and collective worship promote pupils' spiritual, moral, ethical development well. This provides pupils with valuable opportunities to consider the concept of 'right and wrong' and the importance of forgiveness, tolerance and caring. Teachers provide beneficial opportunities for pupils to consider the consequences of prejudice and discrimination and to understanding the importance of fairness, equality and inclusion within their daily lives. This helps pupils to understand and to respect diversity within their own locality as well as within the wider community. Teachers provide worthwhile opportunities for pupils to learn about the culture, religion and heritage of other people, such as the Mayan tribe of Central America, and how this differs from their own culture and heritage. (Cornist CP)

4.11 The school is an inclusive learning community. It provides valuable opportunities for pupils to learn about diversity. For example, when developing teaching and learning activities relating to events such as Refugee Week, staff offer beneficial opportunities to increase pupils' awareness and understanding of issues relating to diversity and equality. (Ysgol Penyffordd)

4.12 The school promotes pupils' spiritual, moral, social and cultural development effectively through weekly whole-school assemblies and acts of daily worship. During these sessions, staff provide pupils with valuable opportunities to discuss and share their views and opinions on a variety of issues, including human rights and equality. As part of the school's themes, teachers plan appropriate opportunities for pupils to gain an understanding of moral issues such as the effects of slavery during Roman times. (Ysgol Penyffordd)

5. Inspection Area: Leadership and Management

5.1 The federation's headteacher, along with school leaders and the whole community, have effectively shaped and implemented a clear vision for the education and well-being of all pupils. Across both schools, and through thoughtful and compassionate leadership the headteacher has gained the trust of all staff and established a caring culture, where pupils feel safe and secure and enjoy being at school. (Nercwys and Nannerch Primary School)

5.2 The headteacher provides thoughtful and passionate leadership and has created an ethos of trust and collegiality within the school. He is supported well by the deputy headteacher and the senior team. In partnership with staff, pupils and parents, senior leaders have developed and shared a clear vision for the school focused on ensuring every student leaves EHS ready to thrive in the wider community. The headteacher models leadership values and expectations well, has high expectations of all staff, and deploys them appropriately to make best use of their skills (Elfed High School)

5.3 The headteacher provides effective leadership and a clear strategic direction for the school. She has a clear vision based on the school's motto 'Working Together in God's family'. She conveys this vision successfully to staff, pupils, governors and pupils. Together, they model effectively the values and aspiration that the school community encourages, such as respect, ambition and collaboration. This contributes positively to a strong team ethic and mutual respect between pupils and adults working at the school. (Trelawnyd CP)

5.4 The headteacher has a clear vision, provides strong leadership, and sets a clear strategic direction for the school. She is well supported by the deputy head and leaders at all levels. They are passionate about the school and the community it serves and put staff and pupil well-being at the heart of school life. Leaders embrace the school's vision 'Freedom to Flourish' firmly and convey it effectively to all staff, pupils, governors and parents. They know their community well and work with dedication to promote a sense of close-knit community. (Cornist CP)

5.5 The headteacher provides strong and effective leadership. Working collaboratively, leaders have created a school vision where all members of staff, governors and parents contribute effectively to a strong culture of learning. The headteacher has high expectations for all staff and she encourages them to trial new ideas to develop a rich curriculum for the pupils. Staff care passionately for their pupils and continually look for ways to develop their practice to support pupils' educational and emotional development. Staff have high aspirations for all pupils. (Ysgol Penyffordd)

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