

Analysis of Inspection Reports Flintshire SACRE

Autumn 2013

(reports published in the summer term)

5 Schools

School	Dates	Reporting Inspector
Northop Hall C.P. School	June 2013	Richard Lloyd
Abbermorddu C.P. School	May 2013	Edward Goronwy Morris
Ysgol y Llan, Whitford V.P	March 2013	Richard Hawkey
Bryn Deva C.P. School, Connah's Quay	March 2013	Edward Goronwy Morris
St Anthony's R.C. Primary School	March 2013	Goronwy Morris
Broughton Primary School	March 2013	Jane Rees

POSTIVE COMMENTS

Current Performance

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

Prospects for Improvement

- Positive partnership arrangements contribute well to the standards and wellbeing of pupils. (Abermorddu)

Key Question 1: How good are outcomes?

Standards

- In personal and social development, wellbeing and cultural diversity the percentage who achieved the expected outcomes was above the family and Wales averages. (Abermorddu)
- Compared with the family of schools, pupils performed at the expected level except in their personal, social and cultural development where they were ranked highest in the family. (Whitford)

Wellbeing

- The school council plays an active role in the life of the school, members acting as mentors for the school's 'problem shared a problem halved' initiative and organising events to support charities both nationally and in the local community. (Northop Hall)

- The school council works well. It is involved successfully in projects to improve the life and work of the school, for example by increasing the range of activities available to pupils at breaktimes and buying hymn books for Whitford Church. (Whitford)
- Pupils have been involved successfully in planting bulbs in the community and attending services in church. (Whitford)
- Many pupils contribute well towards activities in the community. This has a positive effect on their development as rounded and responsible individuals. (St Anthony's)
- Many pupils play an active part within the community, for example by participating in services at the local church and singing with the local male voice choir at the community centre. (Broughton)

Key Question 2: How good is provision?

Learning experiences:

- The school provides broad and balanced coverage of the National Curriculum that meets the needs of most pupils well. (Northop Hall)
- Provision for pupils' education for global citizenship is good and permeates many areas of the curriculum. Well-chosen topics enable pupils to learn about the lives of others. (Northop Hall)
- The curriculum is broad and balanced and covers all Foundation Phase, National Curriculum and religious education requirements. (Abermorddu)
- Teachers also provide good quality learning experiences, which develop pupils' understanding of life in other countries. (Abermorddu)
- Pupils benefit from visits to Whitford Church. (Whitford)
- The curriculum is broad and balanced and covers all Foundation Phase, national curriculum and religious education requirements. (Bryn Deva)
- Teachers provide pupils with useful opportunities to learn about sustainability and citizenship. Teachers also provide good quality learning experiences, which develop pupils' understanding of life in other countries. (Bryn Deva)
- Teachers provide a good range of interesting and relevant experiences for pupils that cover Foundation Phase, National Curriculum and religious education requirements. (St Anthony's)
- The school promotes pupils' understanding of life in other countries well. (Broughton)

Care, support and guidance:

- Whole school and class led assemblies provide suitable opportunities for pupils to reflect upon moral and spiritual issues. (Northop Hall)
- Learning experiences promote pupils' personal, spiritual, moral, social and cultural development well. (Abermorddu)
- Staff give good opportunities to nurture pupils' spiritual, moral, social and cultural development and these impact on pupils' wellbeing successfully. The school offers a well balanced programme of support for pupils' personal and social education through for example, visits by the vicar. (Whitford)

- Clear systems are in place to ensure that pupils' spiritual, moral and social skills develop well. (Bryn Deva)
- Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. (St Anthony's)
- Arrangements for promoting pupils' social, moral, spiritual and cultural development are comprehensive. School rules are clear and pupils understand why they are necessary. The school is a very orderly community. Activities, such as music and dance, promote pupils' cultural development well. (Broughton)

Learning Environment:

- The school is a caring and fully inclusive community where all staff and pupils demonstrate mutual trust and respect. (Northop Hall)
- The school promotes successfully positive attitudes to equality and diversity through classroom practice, curricular themes and links with the local community and other countries. (Abermorddu)
- Clear policies and procedures ensure equal opportunities for all and promote equality and social diversity. (Whitford)
- The school's positive Christian ethos underpins its commitment to promoting equality of opportunity and fairness and respect for all. The school consistently encourages pupils to show respect and care towards others. The school recognises and celebrates pupils' achievements and diverse backgrounds well through school events, assemblies and class activities. (St Anthony's)

Key Question 3: How good is leadership and management?

Partnership working:

- The school plays an active role in the local community, for example by supporting elderly members of the locality and by working closely with vulnerable families. (Northop Hall)
- Staff have developed strong partnerships with parents, the community and other schools, which extend pupils' learning experiences effectively. (Abermorddu)
- Strong links with the Whitford Church support pupils' spiritual development well. (Whitford)
- The school works effectively with a wide range of partners, including the church, the local community and the local authority. These partnerships make a positive contribution to improving outcomes for pupils. (St Anthony's)
- Pupils benefit from partnerships with churches contributing positively to pupils' wellbeing.

NEGATIVE COMMENTS

Recommendations

- Extend provision for global citizenship across the school. (St Anthony's)

