

Analysis of Inspection Reports Flintshire SACRE

Spring 2014

(reports published in the Autumn term)

5 schools

School	Dates	Reporting Inspector
Gwynedd C.P. School (Flint)	September 2014	Janet Elizabeth Rowlands
Ysgol Glan Aber C.P. (Bagillt)	July 2014	Ann Jones
Ysgol Gronant (Nr Prestatyn)	July 2014	Goronwy Morris
St David's R.C. School (Mold)	June 2014	Goronwy Morris
Ysgol Cae'r Nant (Connah's Quay)	June 2014	Jane Mccarthy

POSTIVE COMMENTS

Key Question 1: How good are outcomes?

Wellbeing

- Many pupils, led by the school council and other pupil groups, contribute significantly to the life of the school and the wider community. They feel that staff value their opinions and listen to them. Members identify and promote activities to support a range of local and national charities. For example, pupils lead enthusiastically on the development of the junior version of the Saint Vincent de Paul Society. (St David's RC)

Key Question 2: How good is provision?

Learning experiences:

- Studies of other countries, including Nepal and Uganda, help pupils to understand well their place in the wider world. (Gwynedd)
- Pupils have opportunities to study the wider world, for example African tribal art, but, in general, the provision for developing pupils' knowledge and understanding of global citizenship is limited. (Glan Aber)
- The school provides pupils with a good range of opportunities to learn about sustainability and global citizenship. Pupils' involvement in building an African home in the school grounds and studying bread from around the world develops their understanding of how people live in other countries well. (Gronant)
- There is good provision to promote pupils' understanding of sustainability and global citizenship. Teachers promote these through suitable activities, such as learning about countries taking part in the football world cup and holding a European week to explore aspects of life in Europe. (Cae'r Nant)

- The school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase, the National Curriculum and religious education effectively. (St David's RC)
- The school provides pupils with a good range of opportunities to learn about sustainability and global citizenship. Teachers make good use of a structured programme of RE lessons and activities to promote pupils' awareness of life in other countries. (St David's RC)

Care, support and guidance:

- Overall, the provision for healthy living and pupils' spiritual, moral, social and cultural development is good. (Gwynedd)
- The school places appropriate emphasis on promoting values and principles and pupils reflect this well through the respect and consideration they have for each other and adults. (Gwynedd)
- All staff contribute to pupils' moral development well through their emphasis on good behaviour. They reinforce school rules appropriately in all activities and on the playground. The school promotes pupils' cultural awareness successfully through a wide range of interesting topics and themes, which enhance pupils' knowledge of the local area and Wales. Staff provide well for pupils' spiritual development through regular and interesting acts of collective worship. In religious education work, pupils reflect on their own beliefs and those of other religions appropriately. (Glan Aber)
- The school provides good opportunities for pupils to develop their spiritual, moral, social and cultural skills. (Gronant)
- Teachers promote personal and social education effectively through circle time and other activities that promote pupils' emotional wellbeing. (Gronant)
- The school recognises and celebrates cultural diversity within its community and beyond well. For example, the school library is developing a multilingual section to meet the needs of learners with English as an additional language. Regular school assemblies promote pupils' spiritual and moral development well. (Cae'r Nant)
- The school provides an extensive range of opportunities for pupils to develop their spiritual, moral and social skills. (St David's RC)

Learning Environment:

- All staff promote diversity and equal opportunities well both within the curriculum and in extra-curricular activities. (Gronant)
- The school regularly reminds pupils in assemblies and in discussions of the importance of treating each other with consideration and respect. (Cae'r Nant)

Key Question 3: How good are leadership and management?

Leadership:

- The school has established a clear vision and set of core values that accurately reflect the school's mission, its place in the community and its Christian ethos. (St David's RC)

Partnership working:

- Visits from local clergy contribute well towards enhancing pupils' understanding of life in other countries. (Gronant)
- The school has strong links with the local community. For instance, there is a very effective partnership with the local church, which adjoins the school grounds. The vicar visits the school regularly and the school visits the church on special occasions. (Cae'r Nant)
- The school works effectively with a wide range of partners, including the church, parents and the local community. This has a beneficial effect on pupils' wellbeing and learning. (St David's RC)

RECOMMENDATIONS:

- Improve the provision for global citizenship. (Glan Aber)