

Analysis of Inspection Reports Flintshire SACRE

Autumn 2016

(Reports published in the summer term)

8 Schools

School	Dates	Reporting Inspector
Gwernymynydd C.P. School	June 2016	Richard Lloyd
Ysgol Bryn Deva	June 2016	Edward Goronwy Morris
Sealand C.P. School	May 2016	Mervyn Lloyd Jones
St Richard Gwyn R.C. High School	May 2016	Mr John Frederick Thomas
Mold Alun School	April 2016	Mamta Arnott
Golftyn C.P. School	April 2016	Richard Hawkley
St Winefride's R.C. School	March 2016	Mr Richard Lloyd
Ysgol Maesglas, Greenfield	March 2016	Richard Hawkley

POSTIVE COMMENTS

Current Performance

- The strong emphasis on care, support and guidance that is at the heart of the school's ethos has a beneficial impact on many aspects of pupils' wellbeing and personal development. (St Richard Gwyn)
- The school places a high priority on the care support and guidance it gives to pupils. The school is an inclusive and welcoming community that values all pupils equally. (St Winefride's)

Key Question 1: How good are standards?

Wellbeing

- Many pupils take an active role in a number of community activities and take pride in the opportunity to participate in local events. A good example is the school's involvement with the local senior citizens group and church. This helps pupils to gain a greater awareness of what goes on in their community. (Sealand)
- Nearly all pupils understand and respect people from other backgrounds. Many contribute successfully to the life of the community, for example by helping to organise events such as a Christmas party for the elderly. Many pupils show an exemplary level of care and concern for others, in particular through their extensive and highly-valued charity work. (St Richard Gwyn)

- Most pupils participate well in a wide range of community and charitable projects, for example supporting the local food bank and working with local businesses to enhance the school garden. This helps them to develop strong social and life skills. (Mold, Alun)
- Many older pupils take on additional responsibilities well, for example in their role as play leaders at break times and hall monitors during collective worship. (St Winefride's)

Key Question 2: How good is provision?

Learning Experiences

- The school provides a suitable range of exciting and engaging topics that meet National Curriculum and religious education requirements well. (Gwernymynydd)
- All teachers promote pupils' awareness of and global citizenship successfully. The school ensures that pupils develop a secure understanding of other cultures, for example by studying other countries such as Brazil. (Gwernymynydd)
- Education for global citizenship is well established. Teachers provide good opportunities through topic work and religious education for pupils to develop their understanding of different cultures and their role as global citizens. (Bryn Deva)
- There are effective arrangements in place that allow staff to plan together regularly and they collaborate successfully to ensure that provision fully meets the requirements of the Foundation Phase, the National Curriculum and religious education. (Sealand)
- Teachers have integrated the provision to develop pupils' understanding of global citizenship successfully across the curriculum. Lessons on other countries and the school's 'International Day' event provide pupils with worthwhile opportunities to learn about other cultures and traditions. (Sealand)
- The curriculum at all key stages is broad and balanced and meets statutory requirements. (St Richard Gwyn)
- Pupils gain a secure understanding and appreciation of global citizenship and sustainability. They develop their awareness through relevant subject areas, assemblies, the personal and social education programme and the international links that the school has established. (St Richard Gwyn)
- There are valuable trips, assemblies and a wide range of events that successfully develop pupils' understanding of global citizenship. For example, pupils contribute to work locally to support refugees, and each house has beneficial and longstanding links with other countries, including Brazil, Sri Lanka, China and Patagonia. (Mold, Alun)
- The school provides an extensive range of challenging and stimulating learning experiences, which enthuse pupils and meet all statutory requirements. (Golftyn)
- There are a range of worthwhile opportunities to allow pupils to develop their understanding of global citizenship through learning about other countries and religions. (Golftyn)

- Special events such as 'Global Citizenship Week' and topic work in religious education support pupils to develop a good awareness of other cultures and faiths. (St Winefride's)
- Pupils learn about the wider world through beneficial studies of other countries by, for example, comparing life in Wales with that in Cyprus, India and Kenya. (Maesglas)

Care, support and guidance:

- Daily acts of collective worship provide purposeful opportunities for children to reflect on their values and to develop their spiritual awareness appropriately. (Gwernymynydd)
- The staff use their detailed knowledge of the local area and the families whose children come to the school to promote pupils' spiritual, moral and cultural development very successfully. Daily acts of collective worship reinforce the school's values very successfully and provide valuable opportunities for pupils to reflect on the world around them. (Bryn Deva)
- Promoting pupils' spiritual, moral, social and cultural development successfully is an integral part of the school day. (Sealand)
- The highly-effective personal and social education programme contributes particularly well towards pupils' social, moral and cultural development. Pupils' spiritual development is a particularly strong feature of the school's work. Key stage 3 pupils attend a retreat at Pantasaph Friary. (St Richard Gwyn)
- The school has comprehensive programmes to enhance pupils' social, cultural, spiritual and moral development through its house structure, and the personal and social education programme. (Mold, Alun)
- The school provides many beneficial experiences for pupils to develop their spiritual, moral, social and cultural understanding well. Visiting speakers and visits to, for example, local places of worship provide pupils with invaluable opportunities to broaden their understanding of different beliefs, values and cultures. These play a significant role in developing pupils that are tolerant of others. (Golftyn)
- The school places a high priority on the care support and guidance it gives to pupils. It provides worthwhile opportunities to develop pupils' spiritual, moral, social and cultural understanding. (St Winefride's)
- Pupils have many opportunities to develop their understanding of moral and social issues. The school promotes pupils' cultural development well through a range of visits and visitors. Learning within the curriculum and acts of collective worship provide beneficial opportunities for pupils to reflect and to develop their spiritual awareness appropriately. (Maesglas)

Learning Environment:

- School assemblies and learning experiences ensure that pupils develop positive attitudes towards recognising and respecting diversity. (Gwernymynydd)
- There is a clear emphasis on recognising, respecting and celebrating the diversity of pupils' backgrounds and within society as a whole. (Bryn Deva)

- There is a clear emphasis on recognising and celebrating diversity and creating an ethos where respect towards one another is a core value. (Sealand)
- Through its Catholic ethos and clearly-stated mission statement, the school promotes a positive and fully inclusive learning environment, which is based firmly on mutual respect. (St Richard Gwyn)
- The school promotes the importance of fair treatment, tolerance and equality well. (Maesglas)

Key Question 3: How good are leadership and management?

Leadership

- The headteacher is successful in promoting his vision for the school based on nurturing its Catholic ethos. (St Richard Gwyn)

Partnership Working

- Many pupils participate enthusiastically in local events, such as summer and Christmas fayres and in the Remembrance Day service. (Gwernymynydd)
- Links with local businesses, churches and voluntary organisations are successful. These have contributed well towards improving the range of resources and expertise available to the school. (Sealand)
- Links with the community church and local residents help to improve community cohesion and develop the spiritual dimension of the curriculum. (Golftyn)
- Effective links with the parish, local industry and visitors to school develop the learning opportunities for pupils and their knowledge of the local community. (St Winefride's)