

**Analysis of Inspection Reports
Flintshire SACRE**

Spring 2017
(Reports published in the Autumn term)

| School | Dates |
|--------------------|--------------|
| Ysgol Glanrafon | Jan 2017 |
| Merllyn C.P School | Dec 2017 |
| Ysgol Terrig | Dec 2017 |

New Inspection Framework:

Standards

- A minority of pupils are able to express their ideas extremely maturely and articulately, such as when they compare religious and secular views regarding the sanctity of life when discussing the death penalty and abortion in religious education. (Castell Alun)

Wellbeing and attitudes to learning

- Nearly all pupils show positive attitudes towards their learning and develop successfully as ethical, informed citizens. (Castell Alun)

Care, support and guidance

- The school has appropriate plans in place for the delivery of the daily act of collective worship. These plans are complemented well by a wide range of valuable resources to support its 'thought for the day' programme. However, a few staff do not have a sufficiently clear understanding of the requirements of this programme. As a result, the school does not meet this statutory requirement. Nonetheless, overall, the school makes a strong contribution to pupils' spiritual, moral, social and cultural development. The religious education curriculum, a comprehensive PSE programme and the weekly whole-school assembly provide pupils with a sound understanding of these issues. The school is highly effective in promoting diversity and inclusivity. (Castell Alun)

Old Inspection Framework

Key Question 1: How good are outcomes?

Wellbeing

- Members take responsibility for organising and promoting events, such as fundraising for charities. This promotes pupils' understanding of their role in society well. (Rhos Helyg)
- Most pupils play a valuable part in the local community through activities such as support for local charities and links with the church. (Whitford)

Key Question 2: How good is provision?

Learning experiences

- Provision to promote pupils' understanding of sustainable development and global citizenship is effective. Teachers provide good opportunities through topic work for pupils to develop their understanding of different cultures and their role as global citizens, such as when comparing the lives of people in Africa and Wales. (Rhos Helyg)
- Most pupils have a good understanding of aspects of the wider world through the study of other countries, faiths and cultures. For example, they compare religions such as Islam to Christianity, and link with a school in India, which helps pupils to understand life in the wider world. (Whitford)
- Arrangements to develop pupils' understanding of sustainability issues and their responsibilities as global citizen are effective. For example, pupils compare their lives with children in Africa and learn about their customs and traditions. (Bryn Pennant)

Care, support and guidance

- The school is a caring community that supports pupils' spiritual, moral, social and cultural development well. This strong ethos is successful in raising pupils' awareness of how to be safe and respectful to others. (Rhos Helyg)
- Staff promote pupils' cultural development well through a range of visits and visitors. The support for pupils' spiritual, moral, social and cultural development is successful, particularly through effective collective worship and personal and social education. (Whitford)
- Regular assemblies of good quality develop pupils' spiritual awareness well. There are many worthwhile opportunities for pupils to broaden their understanding of culture. (Bryn Pennant)

Learning environment

- Acts of collective worship promote tolerance and fairness effectively. The school promotes pupils' awareness of other cultures well through the study of world religions and life in other countries, such as China. (Rhos Helyg)
- The school provides a very caring, inclusive and welcoming environment for all pupils, based on its Christian values. (Whitford)
- There is a strong emphasis on developing pupils as confident, caring and respectful members of the school and its wider community. (Bryn Pennant)

Key Question 3: How good are leadership and management?

Partnership Working

- The school uses partnerships well to develop and extend the curriculum, including close work with the church, and effective links with the group of local schools. (Whitford)
- Community links are effective. For example, pupils visit the church for harvest services and a home for the elderly on St David's Day. These arrangements promote a strong sense of community involvement and support pupils' social and spiritual development well. (Bryn Pennant)