

## Analysis of Estyn Inspection Reports

### Flintshire SACRE /SAC

November 2024

Reports published in summer term 2024

School *	Inspection by Estyn
The Alun School	February 2024
Ysgol Maes Glas	April 2024
Hawarden Village Church in Wales ( <i>pilot</i> )	April 2024
St Richard Gwyn Catholic High School	April 2024
Ysgol Esgob and Ysgol Lixwm Church in Wales – Bryniau Clwyd Federation	April 2024
St Winefride's Catholic Primary School	May 2024
Golftyn CP	June 2024
Ysgol Parc y Llan	June 2024

*\*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

1.1 Many of the oldest pupils use a rich vocabulary, for example when writing about the links between Holywell and the slave trade, they use adjectives imaginatively to bring to life the impact of the sea journeys on individual slaves. (Ysgol Maes Glas)

1.2 In general, sixth form pupils recall prior learning well, for example when explaining the concept of free will in their religious studies lessons. (St Richard Gwyn Catholic High School)

1.3 In religious studies, many pupils display curiosity as they explore the differences between practices in different religions. (St Richard Gwyn Catholic High School)

1.4 Most pupils across the school listen well and ask relevant questions, for example during collective worship (Ysgol Lixwm)

1.5 By the end of Year 2, most pupils write confidently in a range of genres that relate to their themes well. For example, they retell the story of the good Samaritan. (Ysgol Lixwm and Ysgol Esgob)

1.6 Many pupils across the school write appropriately for a range of purposes. For example, they write a recipe for what makes a good friend based on their work on the Holy Spirit, or create factsheets explaining how famous people help others as part of their Religion Values and Ethics work. (St Winefride's Catholic Primary)

## **2. Inspection Area: Wellbeing and attitudes to Learning**

2.1 Pupils develop their understanding of the importance of diversity and inclusion through themed assemblies and morning sessions. (Alun School)

2.2 By the time they reach Year 6, most pupils develop a good knowledge and understanding of children's rights. (Ysgol Maes Glas)

2.3 Across the school, most pupils develop a good understanding of the importance of moral citizenship through their awareness of the values promoted by the school. Older pupils become aware of the importance of equality and inclusion as part of an oracy project related to the slave trade and supporting families in developing countries. This increases pupils' awareness of the importance of their contributions towards creating a caring society. (Ysgol Maes Glas)

2.4 Through their work across the curriculum, pupils learn about the importance of rules, of their rights and of the rights of children around the world. They learn about the importance of sustainability, for example through such activities as growing their own produce. (Ysgol Lixwm)

2.5 The School Council works well to enhance pupils' understanding of children's rights and of the importance of values such as compassion. For example, they raise awareness of the challenging circumstances faced by children around the world and organise fundraising events to try to provide some help. (Ysgol Esgob)

2.6 Pupils have a firm sense of right and wrong and develop their understanding of children's rights appropriately. For example, pupils have created a video for the Children's Commissioner for Wales on how the school interprets the pupils' rights in School. (Golftyn C.P.)

### **3. Inspection Area: Teaching and Learning Experiences**

3.1 Although in the early stages of its implementation, there are valuable opportunities for pupils to benefit from authentic, local and national experiences. For example, in humanities lessons, pupils explore all aspects of a proposed offshore windfarm and, in expressive arts pupils learn about the legend of Branwen ferch Llŷr. In addition, there are visits that enrich the curriculum, for example to local heritage sites like St Mary's Church and Flint Castle. (Alun School)

3.2 The school's vision for the Curriculum for Wales is built on its Catholic mission and values, as well as the four purposes of the curriculum. (St Richard Gwyn Catholic High School)

3.3 The school supports pupils' spiritual and moral development beneficially, with tolerance and respect being integral to the school's mission statement and daily life. (St Richard Gwyn Catholic High School)

3.4 Pupils benefit from suitable opportunities to learn about different cultures and celebrate diversity, including the history and experiences of Black, Asian, and Minority Ethnic communities. They also have suitable opportunities to develop their appreciation of their Welsh heritage and culture, for example through humanities lessons in Year 7, where they study their 'cynefin' and its link to their sense of identity. (St Richard Gwyn Catholic High School)

3.5 A range of interesting themes, such as 'Wales and My Identity' along with a worthwhile range of visitors and trips ensure that learning experiences are varied, interesting and relevant. Experiences include visits to the local church. (Ysgol Lixwm and Ysgol Esgob)

3.6 Teachers ensure that there are many opportunities for pupils to develop their understanding of equality and diversity, for example by baking a Nigerian cake and learning about the work of Martin Luther King. (St Winefride's Catholic Primary)

3.7 Teachers provide many worthwhile opportunities for pupils to engage with their local community. Younger pupils visit the local church to learn about baptism. (St Winefride's Catholic Primary)

3.8 The school's curriculum is broad and teachers present pupils with a wide variety of relevant opportunities and experiences. The school provides useful opportunities for pupils to develop an understanding of their community and local area successfully. This aligns well with the principles of Curriculum for Wales and enriches pupils' learning. (Golftyn C.P.)

3.9 Staff collaborate effectively to design a bespoke curriculum that responds to the unique needs and interests of the pupils and reflects the principles and values of Curriculum for Wales successfully. (Ysgol Parc y Llan)

#### **4. Inspection Area: Care, Support and Guidance**

4.1 Form time activities have a valuable focus on key values and virtues, such as patience, honour and forgiveness. This caters well for pupils' spiritual, moral, social, and cultural development and reflects the school's ethos of inclusivity and respect. (Alun School)

4.2 Teachers provide regular opportunities for pupils to reflect on their values, and the beliefs of others. They plan thoughtful opportunities for pupils to learn about different countries and cultures. All pupils, including those affected by socio-economic disadvantage, benefit from trips and visitors to the school, for example, by visiting St Winefride's Well, and comparing different parts of Wales. As a result, this deepens pupils' understanding of the wider world successfully. (Ysgol Maes Glas)

4.3 The school promotes pupils' spiritual and moral development appropriately. Members of the local church attend the school each term to provide reflection days and the pupils participate in Harvest and Christmas services at the church each year. This encourages pupils to consider others' views sensitively and demonstrate values such as truth and respect. (Ysgol Maes Glas)

4.4 The school nurtures pupils' spiritual and moral development well through its values which permeate much of its work. (St Richard Gwyn Catholic High School)

4.5 The school provides a few worthwhile opportunities for pupils to develop leadership skills, for example by taking part in committees such as the eco representatives, school council and chaplaincy roles. (St Richard Gwyn Catholic High School)

4.6 Provision to support pupils' social, cultural and moral development is effective. For example, from a very young age pupils learn to share, to take turns and collaborate with others. Staff support pupils to develop an understanding that there are differences and similarities between people in school, in their local community and around the world. (Ysgol Lixwm and Ysgol Esgob)

4.7 Pupils have valuable opportunities to consider moral issues. They develop a good understanding of their rights and of the rights of children across the globe. Staff help pupils to develop important values and to become caring and compassionate. Pupils exemplify these attributes consistently, for example when older and younger pupils support each other through the school's house system (Ysgol Lixwm)

4.8 They do this imaginatively in engaging contexts, for example by providing opportunities for pupils to learn about different foods and faiths across the globe. Pupils have valuable opportunities to consider moral issues. This ensures that they understand their rights and act as advocates for fairness for children across many countries and nations. Staff help pupils to develop important values and to become caring and compassionate. Pupils exemplify these attributes consistently, for example when older and younger pupils support each other through the 'buddy' system. (Ysgol Esgob)

4.9 The school provides many valuable opportunities for pupils to develop their spiritual, moral and ethical beliefs and this is an integral part of daily life in the school. As a result, nearly all pupils know right from wrong and reflect on their choices appropriately. Pupils show compassion, respect and empathy towards each other and the wider community through their involvement in a range of well-being and charitable activities. (St Winefride's Catholic Primary School)

4.10 The school has established strong relationships with many organisations in the local community for example, performing as a choir within the Parish. (St Winefride's Catholic Primary School)

4.11 Acts of collective worship and curriculum activities provide pupils with appropriate opportunities to develop their understanding of a range of moral issues and religious awareness. Staff place an emphasis on the rights of the child and promote these through weekly assemblies, displays and pupil voice groups. (Golftyn C.P.)

4.12 The school's provision for pupils to participate in making decisions to improve their experiences at school is highly effective. It is having an exceptional impact on the pupils' ability to make positive decisions about their own well-being, learning and enjoyment in school life. This provision broadens their understanding of the importance of becoming active citizens and the value of individuals' contributions to support and sustain a purposeful society (Ysgol Parc y Llan)

4.13 The school promotes their 'Cynefin' effectively through close links with the local village. For instance, the school council have responsibility for looking after the village cenotaph. (Ysgol Parc y Llan)

4.14 Staff provide rich opportunities for pupils to develop their understanding of equality and diversity. For example, pupils participate in anti-racism day and explore cultural celebrations, such as Diwali and the Chinese New Year. The school uses collective worship successfully to promote pupils' spiritual and moral development. The local vicar visits the school, and pupils regularly visit St Mary's Church to perform, for example. As a result, pupils learn that acts of kindness make a difference to the lives

of families within their locality and further afield. (Ysgol Parc y Llan)

## **5. Inspection Area: Leadership and Management**

5.1 The headteacher has a clear vision for every child at Alun School to 'aspire to achieve' within an inclusive, community focussed school. (Alun School)

5.2 The headteacher has created a caring and inclusive environment that ensures a strong sense of teamwork among the staff and a warm commitment to pupils' well-being. (Ysgol Maes Glas)

5.3 The headteacher is a passionate and assured leader. She promotes strongly a welcoming and inclusive ethos, based on the school's Catholic values. The headteacher and her senior leaders have developed a strong ethos of collaboration. (St Richard Gwyn Catholic High School)

5.4 The acting headteacher has worked with pupils, staff, governors and parents to develop a strong team ethos and common sense of purpose. She provides reassuring leadership and understands the needs of the communities the schools serve extremely well. (Ysgol Lixwm and Ysgol Esgob)

5.5 The headteacher provides highly effective leadership that has a positive impact on pupils and their families. Leaders effectively communicate their vision for an inclusive school community, where pupils are at the centre, and have the support they need to 'learn and grow together in the love of Christ'. (St Winefride's Catholic Primary School)

5.6 Leaders in Golftyn Primary School maintain an effective learning environment that places high importance on creating a sense of community within the school. They foster an inclusive ethos where all pupils are welcomed and valued. (Golftyn C.P.)

5.7 The headteacher is a committed, inspiring and compassionate leader who places the care, happiness and well-being of pupils and staff at the heart of his work. He is supported by a highly effective senior leader. (Ysgol Parc y Llan)

## **6. Pilot Inspection Reporting - Main findings**

6.1 The school has developed its curriculum to align with the principles and purposes of Curriculum for Wales. (Hawarden Village Church in Wales School)

6.2 The headteacher has a clear vision and, along with other leaders, has high expectations for pupils and staff (Hawarden Village Church in Wales School)