

**Analysis of Estyn Inspection Reports**  
**Flintshire SACRE**  
**November 2023**

**Reports published since the last SACRE meeting**

<b>School *</b>	<b>Inspection by Estyn</b>
Nannerch Primary School (Nantlwys Federation)	March 2023
Nercwys CIW VA School (Nantlwys Federation)	March 2023
Elfed High School	April 2023
Trelawnyd VA School	May 2023
Cornist Park CP	June 2023
Ysgol Penyffordd	June 2023

*\*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**

No relevant comments.

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

2.1 Pupils have an increasing understanding of the rights of children, for example when discussing the human rights symbol of 'Little Amal' a Syrian refugee they demonstrate empathy and understanding of his plight. On occasion, pupils develop these discussions effectively through expressive arts activities (Nercwys CIW VA School)

2.2 Nearly all pupils demonstrate positive attitudes when participating in community events such as visiting the local residential home, litter picking around the locality or competing in local eisteddfodau. They are proud of their efforts in support of local and national charities. Most pupils have a clear understanding of the need for rules and the concept of fairness and equality. They demonstrate a good understanding of cultural diversity, for example when learning about different religions. They have a clear understanding of the impact of natural disasters and some of the ethical issues

facing the world, such as the need to protect the rainforest. These initiatives have a positive effect on their awareness of the needs of others in their community and the wider world and help pupils to develop as ethical and responsible citizens. (Trelawnyd VA School)

2.3 Most pupils have a clear understanding of the concept of fairness, respect and tolerance, and they are beginning to develop a suitable understanding of cultural diversity in modern Wales. They demonstrate an appropriate understanding of some of the ethical issues facing the world, such as the need to protect the environment. They are proud of their efforts in support of national and local charities. These initiatives have a positive effect on their awareness of the needs of others in their community and the wider world and help them to develop as ethical and responsible citizens. (Cornist CP)

2.4 Nearly all pupils show a growing awareness of global issues and the impact these have on people's lives. For example, pupils' recent work on refugees has had a positive effect on their understanding of the needs of others, locally, nationally and internationally. From a young age, most pupils have a strong understanding of equality and rights. By Year 6, nearly all pupils are ethical, informed citizens who show empathy and sensitivity when discussing issues that impact on other people from different backgrounds. (Ysgol Penyffordd)

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

3.1 The school fosters a strong sense of belonging and its focus on values supports pupils to think about ways they can make someone else's life better. Older pupils learn about influential people, such as Martin Luther King Jnr and natural disasters such as earthquakes, considering the impact of both on human rights as they develop as ethical citizens. (Nannerch Primary School)

3.2 EHS has a suitably broad, balanced and inclusive curriculum which meets the needs of most pupils. (Elfed High School)

3.3 Staff utilise well-established links with the church, community, and local area successfully to enrich the curriculum, for example through the allotment project which provides authentic links with members of the community. (Trelawnyd VA School)

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

4.1 The school supports pupils to understand issues such as equality, diversity and inclusion appropriately. For instance, pupils develop their understanding of the needs and rights of others when learning about influential role models, stories and poems

during Black History Month. After studying the rights of the child, pupils raised funds to support an international charity that provides water sanitation equipment to other countries. Through a broad range of topics, the school helps pupils develop a clear understanding of the wider world, alongside their own heritage and Welsh culture. (Nannerch Primary School)

4.2 A range of activities and opportunities, promotes pupils' moral development. For example, pupils learn about a range of faiths and the school has strong links with the local church. (Nannerch Primary School)

4.3 The school assists pupils to understand issues such as equality, diversity and inclusion appropriately. As part of a recent project on 'Space Race', pupils researched inequality during the space race, particularly referencing how countries could afford to send people to the moon, whilst many people were living in poverty (Nercwys CIW VA School)

4.4 A range of activities and opportunities, promotes pupils' moral development. For example, while studying world religions, pupils effectively compare census data to examine the decline of people worshipping in the different faiths. The school has very good links with the Church, including visits to study the history of the building. (Nercwys CIW VA School)

4.5 The support for pupils' well-being is a strength of the school. Discreet well-being lessons cover a comprehensive range of relevant topics such as healthy living, esafety and human rights. During form tutor periods and school assemblies, staff provide effective opportunities to develop pupils' spiritual, moral, social and cultural development. (Elfed High School)

4.6 Staff work hard to ensure that the school provides a calm, caring and nurturing environment where pupils feel safe, happy and ready to learn. This is underpinned by Christian values and leads to a highly inclusive school culture where the needs of nearly all pupils are prioritised. Staff know their pupils, their backgrounds and the local community very well. (Trelawnyd CP)

4.7 The school provides positive opportunities for pupils to visit the locality including the church, residential home and local farm. This strengthens pupils' understanding of their community. Staff provide pupils with the purposeful opportunity to make a positive difference to the lives of citizens within Wales and the wider world. For example, through their support to local and national charities. (Trelawnyd CP)

4.8 The school's environment and collective worship promote pupils' moral, ethical and spiritual development successfully. Staff provide regular planned opportunities for pupils to find out about the characteristics of different religions and to reflect on

fundamental questions and on their own beliefs or values. They provide pupils with beneficial opportunities for personal reflection, for example through well-being sessions and visits to the spirituality tree. Staff provide pupils with purposeful experiences to raise their awareness of their rights and encourage them to consider the needs of others. They encourage them to engage purposefully in community events such as Fair-Trade Coffee mornings. These initiatives ensure that nearly all pupils have a clear understanding of fairness, equality and inclusion within their daily lives. (Trelawnyd CP)

4.9 There are worthwhile opportunities for pupils to develop their leadership skills. For example, the school council is pro-active in promoting 'Rights of the Child'. Members lead school assemblies and create child friendly posters to share key messages with their peers. They develop a strong sense of responsibility and contribute effectively towards encouraging other pupils to better understand their own role within a diverse world. (Cornist CP)

4.10 The school's environment and collective worship promote pupils' spiritual, moral, ethical development well. This provides pupils with valuable opportunities to consider the concept of 'right and wrong' and the importance of forgiveness, tolerance and caring. Teachers provide beneficial opportunities for pupils to consider the consequences of prejudice and discrimination and to understanding the importance of fairness, equality and inclusion within their daily lives. This helps pupils to understand and to respect diversity within their own locality as well as within the wider community. Teachers provide worthwhile opportunities for pupils to learn about the culture, religion and heritage of other people, such as the Mayan tribe of Central America, and how this differs from their own culture and heritage. (Cornist CP)

4.11 The school is an inclusive learning community. It provides valuable opportunities for pupils to learn about diversity. For example, when developing teaching and learning activities relating to events such as Refugee Week, staff offer beneficial opportunities to increase pupils' awareness and understanding of issues relating to diversity and equality. (Ysgol Penyffordd)

4.12 The school promotes pupils' spiritual, moral, social and cultural development effectively through weekly whole-school assemblies and acts of daily worship. During these sessions, staff provide pupils with valuable opportunities to discuss and share their views and opinions on a variety of issues, including human rights and equality. As part of the school's themes, teachers plan appropriate opportunities for pupils to gain an understanding of moral issues such as the effects of slavery during Roman times. (Ysgol Penyffordd)

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

5.1 The federation's headteacher, along with school leaders and the whole community, have effectively shaped and implemented a clear vision for the education and well-being of all pupils. Across both schools, and through thoughtful and compassionate leadership the headteacher has gained the trust of all staff and established a caring culture, where pupils feel safe and secure and enjoy being at school. (Nercwys and Nannerch Primary School)

5.2 The headteacher provides thoughtful and passionate leadership and has created an ethos of trust and collegiality within the school. He is supported well by the deputy headteacher and the senior team. In partnership with staff, pupils and parents, senior leaders have developed and shared a clear vision for the school focused on ensuring every student leaves EHS ready to thrive in the wider community. The headteacher models leadership values and expectations well, has high expectations of all staff, and deploys them appropriately to make best use of their skills (Elfed High School)

5.3 The headteacher provides effective leadership and a clear strategic direction for the school. She has a clear vision based on the school's motto 'Working Together in God's family'. She conveys this vision successfully to staff, pupils, governors and pupils. Together, they model effectively the values and aspiration that the school community encourages, such as respect, ambition and collaboration. This contributes positively to a strong team ethic and mutual respect between pupils and adults working at the school. (Trelawnyd CP)

5.4 The headteacher has a clear vision, provides strong leadership, and sets a clear strategic direction for the school. She is well supported by the deputy head and leaders at all levels. They are passionate about the school and the community it serves and put staff and pupil well-being at the heart of school life. Leaders embrace the school's vision 'Freedom to Flourish' firmly and convey it effectively to all staff, pupils, governors and parents. They know their community well and work with dedication to promote a sense of close-knit community. (Cornist CP)

5.5 The headteacher provides strong and effective leadership. Working collaboratively, leaders have created a school vision where all members of staff, governors and parents contribute effectively to a strong culture of learning. The headteacher has high expectations for all staff and she encourages them to trial new ideas to develop a rich curriculum for the pupils. Staff care passionately for their pupils and continually look for ways to develop their practice to support pupils' educational and emotional development. Staff have high aspirations for all pupils. (Ysgol Penyffordd)