

## Analysis of Estyn Inspection Reports

### Flintshire SACRE

February 2024

Reports published in autumn term 2023

School	Inspection by Estyn
Argoed High School	September 2023
Ysgol Derwen	October 2023
Ysgol Croes Atti	October 2023
Wepre	October 2023

#### 1. Inspection Area: Learning

1.1 As they mature, they (*youngest pupils*) build on their writing skills effectively in a suitable range of genres, for example when recalling previous knowledge to re-write a story about St Winifred and using rich Welsh vocabulary. (Ysgol Croes Atti)

1.2 Pupils develop their creative skills through their work on other cultures. For example, they design lanterns for a Swiss festival. (Wepre CP)

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

2.1 Nearly all pupils show a strong awareness of the importance of their contributions towards creating a caring society and they develop effectively as ethical and well-informed citizens. They are fair and caring in their interactions with others and support the school in arranging fund raising events to support others in society, and for a defibrillator at the school. (Ysgol Derwen)

2.2 The inclusive pupil voice groups allow pupils to take an active part in school life and their representatives demonstrate a range of leadership skills. This includes Year 6 'buddies' that keep younger pupils safe and interact with them at playtimes. They fulfil their responsibilities conscientiously and representatives are proud of their valuable contributions and achievements. (Ysgol Derwen)

2.3 Many pupils have a sound understanding of their rights and responsibilities as global citizens. The 'Y Byd a'i Bethau' council presents the importance of recycling to the school's pupils and then shares advice with parents by e-mail. They have also

contributed food and various products to the local food bank. These initiatives help them to develop as ethical and responsible citizens. (Ysgol Croes Atti)

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

3.1 In planning to implement a Curriculum for Wales, leaders have maintained a clear focus on the quality of teaching. They have consulted appropriately with staff and pupils to formulate a vision for their curriculum. Subject leaders have developed their learning plans suitably in line with this vision. (Argoed High School)

3.2 The school provides a broad and balanced curriculum that aligns effectively to the vision and principles of Curriculum for Wales and the school's inclusive ethos. (Ysgol Derwen)

3.3 Teachers provide learning experiences that inspire pupils. They have a good understanding of the curriculum and plan effectively across the classes. As a result, staff share their expertise across the curriculum successfully. Activities are planned purposefully and build gradually on pupils' existing knowledge, understanding, skills and experiences to ensure progression in their learning. (Croes Atti)

3.4 The school is beginning to implement its curriculum to align with the principles of Curriculum for Wales appropriately. Its approach to teaching and learning linked to relationships, for example, ensures there are suitable opportunities for pupils to learn about global faiths and cultures and about the role that influential people have played in overcoming barriers to change. *However, teachers often use low level activities such as colouring, and do not provide suitable opportunities to deepen pupils' learning or to make links in their learning through authentic experiences in their locality.* (Wepre CP)

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

4.1 The school's provision for pupils' spiritual and moral development is a strength. Pupils develop a clear understanding of right and wrong through discussions during tutor time, presentations in weekly assemblies and planned whole-school awareness days on important themes such as generosity and respect. (Argoed High School)

4.2 Staff encourage all pupils to take on leadership roles effectively on a variety of elected groups. This provision broadens their understanding of the importance of becoming active citizens and the importance of individuals' contributions to support and sustain a purposeful society. For example, members of the school council lead on

arranging fundraising days and coffee mornings to support charities and communities affected by war. (Ysgol Derwen)

4.3 The school has a beneficial range of opportunities that help pupils to develop a good understanding of their Welsh heritage. For example, the school promotes their 'cynefin' effectively, through each class studying different aspects of the locality and different areas of Wales. (Ysgol Derwen)

4.4 The school uses collective worship successfully to promote pupils' spiritual and moral development. For example, pupils support a local food bank through collecting donations in their harvest festival celebrations. These activities contribute well to pupils' understanding that supporting each other is important in a caring society. (Ysgol Derwen)

4.5 The school provides opportunities that contribute towards developing pupils' spiritual and ethical beliefs and helps them to investigate issues relating to tolerance and respect for others. Following an imaginary hot chair session with Martin Luther King, Year 3 and 4 pupils develop moving speeches about dreams of a fair and equal world for all. (Ysgol Croes Atti)

4.6 The school provides suitable opportunities for pupils to learn about cultures around the world, for instance when studying festivals in South Africa and Mexico. The school's curriculum experiences help pupils to reflect on religions, beliefs and values. Older pupils compare similarities and differences between religious beliefs and traditions. As a result, pupils talk confidently about how different religions, traditions and cultures are similar to theirs. (Wepre CP)

4.7 The school provides valuable experiences to promote pupils' moral and spiritual development. Regular collective worship provides effective opportunities for pupils to reflect on Christian beliefs. For example, pupils consider how the Bible message of treating others as they want to be treated can guide them in their lives. (Wepre CP)

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

5.1 The headteacher's vision of nurturing a happy, successful school is clear, and shared by staff and governors alike. He is a reflective leader who has a sound understanding of the school's main strengths and areas for improvement. (Argoed High School)

5.2 The headteacher focuses on placing the school at the heart of its community and he ensures that the learning and well-being of pupils remains at the centre of this vision.

The governors and staff support this philosophy and implement it to the best of their abilities. The headteacher encourages staff to model behaviours and values that are based purposefully on the school's caring ethos, which aim to benefit the school community and the lives of its pupils. As a result, leaders ensure that a caring and supportive atmosphere permeates throughout the school, which the pupils embrace positively. (Ysgol Derwen)

5.3 The headteacher's effective leadership sets a clear strategic direction for the school's development. He leads a successful team of leaders and staff who have succeeded in working with stakeholders to create a shared vision. This is based on developing pupils' Welsh language skills and creating a Welsh culture as a central element of the school's life and work. As a result, there is a strong sense of Welshness. (Ysgol Croes Atti)

5.4 School leaders have established a clear vision for the school and create a positive ethos where all pupils and staff feel valued and develop excellent relationships. (Wepre CP)

5.5 . Senior leaders have worked creatively to develop a progressive curriculum in line with the expectations of the Curriculum for Wales. (Wepre CP)