

Analysis of Inspection Reports Denbighshire SACRE

Autumn 2014

(reports published in the summer term)

School	Dates	Reporting Inspector
Rhyl High School	May 2014	Jackie Gapper
<p><i>Rhyl High School is an English-medium 11 to 16 mixed comprehensive school situated in the seaside town of Rhyl, Denbighshire. There are 772 pupils on roll. 29.9% of pupils are eligible for free school meals, which is significantly higher the national average of 17.7%. Over 44% of pupils live in the 20% most deprived areas in Wales. Pupils come from seven primary schools in the area. Nearly all pupils are from a white British background. A very few pupils have English as an additional language. No pupils speak Welsh as their first language. The school's intake includes the full range of ability. The percentage of pupils with special educational needs is 34%, which is much higher than the national average of 19.2%. The percentage of pupils with a statement of special educational needs (1%) is lower than the national average of 2.5%.</i></p>		
Ysgol Bro Fammau	May 2014	Carolyn Thomas
<p><i>Ysgol Bro Fammau is on two sites approximately 3.5 miles apart. One site is in the village of Llanferes and the other is in Llanarmon-yn-lâl. There are currently 95 pupils on roll, which includes 13 part time nursery children. The school caters for pupils aged three to eleven. One headteacher and one governing body manage the school. The pupils work on both sites to take full advantage of the facilities such as the hall and playing field. Year 6 pupils work together every morning for mathematics and language lessons. The pupils travel between the sites on a mini-bus. Around 1% of pupils are eligible for free school meals, which is well below the average for Wales. Nearly all pupils are of white British ethnicity. A very few pupils speak Welsh fluently or receive support for English as an additional language. The school identifies that about 13% of pupils have additional learning needs, which is below the average for Wales. No pupil has a statement of special educational needs.</i></p>		
Ysgol Y Castell	April 2014	Mr Edward Goronwy Morris
<p><i>Ysgol y Castell is situated in the small town of Rhuddlan in Denbighshire. There are 202 pupils aged three to 11 years at the school. There are eight single age classes. Currently, 14% of pupils are entitled to free school meals. This is below average for primary schools in the local authority and in Wales. The school has identified 26% of pupils as having additional learning needs. This is higher than the average for primary schools in Wales. Nearly all pupils come from English-speaking homes. No pupils speak Welsh as a first language. Very few are from a minority ethnic background or learn English as an additional language.</i></p>		
Yssgol Caer Drewyn	March 2014	Wil Williams
<p><i>The school is situated in the Clawdd Poncen area, on the outskirts of the small rural town of Corwen in Denbighshire. There are 90 pupils between three and 11 years of age on roll, including 19 part-time nursery children. They are arranged into four mixed-age classes. Nearly all pupils come from homes in which English is spoken as a first language. Very few pupils are from ethnic minority backgrounds. Nearly half of the pupils have additional learning needs, which is considerably higher than the national percentage. Very few pupils have a statutory statement of special educational needs. Thirty-five per cent of pupils are entitled to free school meals, which is much higher than the national figure.</i></p>		
Borthyn V.C. Primary School	March 2014	

POSTITIVE COMMENTS

Current Performance:

- The school is an inclusive community that promotes positive attitudes to equality and diversity. (Bro Fammau)
- The good quality of care, support and guidance provided to pupils has a positive impact on their standards and wellbeing. (Bro Fammau)
- The school is a happy, inclusive community where staff provide a high level of care, support and guidance that encourages pupils to be safe, take responsibility and respect others. (Y Castell)
- the quality of care, support and guidance contributes strongly to creating an inclusive and caring environment. (Caer Drewyn)

Key Question 1: How good are the Outcomes?

Standards:

Wellbeing:

Key Question 2: How good is provision?

Learning experiences:

- The school provides a broad and balanced curriculum which meets statutory requirements, and the needs and interests of all pupils. (Rhyl High)
- The curriculum is broad and balanced and covers all statutory requirements. (Bro Fammau)
- The school has good provision to develop pupils' understanding of global citizenship. Teachers provide relevant learning experiences, which develop pupils' understanding of life in other countries, for example through the partnership work between the pupils at Bro Fammau and pupils in Botswana. (Bro Fammau)
- The school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase, the National Curriculum and religious education effectively. (Y Castell)
- The school provides pupils with a good range of opportunities to learn about global citizenship. (Y Castell)
- There are good opportunities for pupils to learn about the importance of sustainability and to become more aware of their role in society and the wider world. (Caer Drewyn)
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Care, support and guidance:

- Pupils' spiritual, moral, social and cultural development is developed well through belief and ethics lessons, assemblies and thought for the day in form tutor periods. (Rhyl High School)
- Provision for promoting pupils' social, moral, spiritual and cultural development is good. Whole-school and class assemblies fully meet the statutory requirements for a daily act of collective worship. (Bro Fammau)
- Provision for the development of pupils' personal and social education is successful, in raising pupils' awareness of how to be safe, take responsibility and respect others. (Y Castell)

- The school promotes pupils' spiritual, moral, social and cultural development successfully. (Caer Drewyn)

Learning Environment:

- The school challenges stereotyping in all aspects of its provision and promotes equality effectively. It identifies and celebrates diversity well. (Rhyl High School)
- Pupils develop respect and tolerance for each other and for those who hold different beliefs through their studies of other cultures and religions.(Bro Fammau)
- The school promotes equality and respect for cultural diversity well through a range of activities, including events such as World Food Days and its charity link with Kenya. (Y Castell)
- The school is a happy and inclusive community that promotes equal opportunities well. (Caer Drewyn)

Key Question 3; How good is leadership and management?

Partnership working:

- Pupils benefit from partnerships with local churches. (Bro Fammau)
- The school promotes pupils' understanding of other cultures well through ongoing international links and the study of other countries. These contribute positively to pupils' cultural development. (Bro Fammau)
- There are close links with the church and chapel and the school conducts services and concerts in the places of worship. (Caer Drewyn)

Areas for development:

Key Question 2: How good is provision?

Learning experiences:

- Pupils' understanding of global citizenship is less well developed. (Rhyl High School)