

Analysis of Inspection Reports Denbighshire SACRE

Autumn 2015

(Reports published in the summer term)

School	Dates	Reporting Inspector
Christchurch C.P. Rhyl	11/05/2015	Susan Davies
<p><i>Christchurch Community Primary School is on the outskirts of Rhyl. The catchment area is an area of deprivation with high levels of unemployment and considerable seasonal employment. This affects the numbers of pupils entering and leaving the school over an academic year. The school has 442 pupils, including 57 pupils who attend the nursery on a part-time basis. There are 16 classes and a resource provision for Foundation Phase pupils with specific learning difficulties from beyond the school catchment area.</i></p> <p><i>Around 60% of pupils are eligible for free school meals, which is notably above the local and national averages. The school identifies 41% of pupils as having additional learning needs, which is well above the national average. A very few pupils have statements of special educational needs. No pupils speak Welsh as their first language at home and a very few pupils speak English as an additional language.</i></p>		
Ysgol Brynhyfryd	11/05/2015	Catherine Evans
<p><i>Ysgol Brynhyfryd is an 11-18 mixed, naturally bilingual school maintained by Denbighshire local authority. There are currently 1,061 pupils on roll with 189 in the sixth form. Two or three forms in each year-group study their courses through the medium of Welsh. There is also one group for Welsh learners who are not yet fully proficient in Welsh. The school serves a wide geographical area with 50% of its pupils coming from the town of Ruthin and the remainder from the surrounding rural area. The proportion of pupils eligible for free school meals is 6.9%, well below the national average of 17.5%. Pupils represent the full ability range. One per cent of pupils have a statement of special educational needs and a further 17% have been identified as needing some support. These figures are below the averages for secondary schools in Wales. About 66% of the pupils come from homes where the predominant language spoken is English, and 32% come from Welsh-speaking homes. Thirty-five per cent of pupils speak Welsh as a first language or to an equivalent standard within the school. A very few pupils receive support teaching in English as an additional language.</i></p>		
Ysgol Melyd	20/04/2015	Linda Jane Williams
<p><i>Ysgol Melyd is in the village of Meliden near Prestatyn in the Denbighshire local authority. The school caters for pupils between the ages of three and eleven. Currently, there are 158 pupils on roll, including 16 who attend the nursery part-time for either a morning or an afternoon session. Children are taught in six mainstream classes, of which four have a mixed age range. The school has a specialist resource base for Foundation Phase pupils with specific, severe speech and/or language disorders. The resource provision caters for up to 10 pupils from a wider catchment area than the mainstream school. The children integrate with the rest of the school for various school activities on a daily basis. The three-year average for the proportion of pupils eligible for free school meals is 40%. This is higher than the average for Wales (21%). The school has identified about 46% of pupils as having additional learning needs, which is higher than the Wales average. A few pupils have statements of special educational needs. Nearly all pupils are of white British ethnicity and no pupils have English as an additional language. No pupils speak Welsh as a first language. A very few pupils are looked after by the local authority.</i></p>		
Ysgol Dyffryn Iâl	16/03/2015	Sioned Thomas
<p><i>Ysgol Dyffryn Iâl is a village school in Llandegla, Denbighshire. The school is under the voluntary control of the Church in Wales and is predominantly an English medium school, with significant use of Welsh. Although pupils have the opportunity to study through the medium of either English or Welsh, nearly all the current pupils have elected to be educated through the medium of English.</i></p> <p><i>There are currently 44 pupils on roll, including two who are of Nursery age and another two who are eligible to an early entitlement. Children are admitted to the school on a part-time basis in the term following their third birthday, and full-time in the September following their fourth birthday. The school is organised into two classes; one Foundation Phase class and one key stage 2 class.</i></p> <p><i>English is the home language of most pupils, with very few who speak Welsh at home. Most</i></p>		

pupils come from a white British background. Around 2% of pupils are entitled to free school meals. This is well below local and national average. The school has identified 23% of pupils as having additional learning needs. No pupils have a statement of special educational needs.

Ysgol Bro Dyfrdwy	08/06/15	11/08/15
St Asaph V.P. Infants	08/06/15	11/08/15

POSTITIVE COMMENTS

Current Performance:

- T

Key Question 1: How good are the Outcomes?

Standards:

Wellbeing:

- The school develops pupils' awareness of the local community well through regular visits to the local church and through the various events held during the year. For example, key stage 2 pupils took an active part in Remembrance Day activities. (Dyffryn Ial)

Key Question 2: How good is provision?

Learning experiences:

- Through the study of other countries during 'International Week', pupils develop their knowledge of global citizenship appropriately and gain a beneficial insight into different cultures. (Christchurch)
- The school has effective provision for education for sustainable development and global citizenship. (Brynhyfryd)
- The school promotes education for sustainable development and global citizenship well through the curriculum. (Dyffryn Ial)

Care, support and guidance:

- Pupils have extensive opportunities to develop their understanding of moral and social issues, particularly the importance of co-operation and tolerance. (Christchurch)
- The school promotes pupils' cultural development well through an extensive range of visits. This supports their understanding of the heritage of the area successfully. Daily acts of collective worship provide purposeful opportunities for pupils to reflect on spiritual matters, and develop their sense of awe and wonder appropriately. (Christchurch)
- The school has comprehensive arrangements to promote pupils moral, cultural and social development. The school plans well for the delivery of its personal and social education programme which covers a suitable range of relevant topics, such as health and wellbeing. (Brynhyfryd)
- The school makes good provision for pupils' social and cultural development particularly through regular visits out of school. Regular assemblies promote pupils' spiritual and moral development effectively. (Melyd)

- The school has an extensive programme of educational activities that promotes pupils' social, moral, spiritual and cultural development successfully. (Dyffryn Ial)

Learning Environment:

- Staff promote diversity and equal opportunities successfully and ensure that all pupils have equal access to every aspect of school life. (Melyd)
- Pupils have a good understanding of the diverse world in which we live and learn to show care and consideration for others. (Dyffryn Ial)

Key Question 3; How good is leadership and management?

Partnership working:

- The school plays an important part in the local community, and fosters an effective relationship with members of the local area. The local rector leads the school's weekly celebration assembly at the local church. The pupils also occasionally take part in special Sunday services at the church, which develops their sense of belonging and fosters their spiritual development well. (Dyffryn Ial)

Areas for development:

Key Question 2: How good is provision?

Learning experiences

- There are insufficient opportunities for pupils to develop their awareness of other cultures and global issues. (Melyd)

Care support and guidance:

- During assemblies and a minority of registration periods there are appropriate arrangements to deliver a daily act of collective worship. However, there is too much inconsistency in the provision and the school's programme for registration periods does not provide enough guidance to staff about the requirements of a daily act of collective worship. As a result, the school does not meet the statutory requirements for the daily act of collective worship.