

Analysis of Inspection Reports Denbighshire SACRE

Summer 2017

(Reports published in the Spring term)

2 schools

1 using the current framework

1 using the new framework – Sept 2017 onwards

School	Dates	Reporting Inspector
Denbigh High School	November 2016	
<p><i>Denbigh High School is an English-medium 11 to 18 mixed comprehensive school and is maintained by Denbighshire local authority. The number of learners has decreased from the 726 at the time of the last inspection to the current 607. Over this time, the number in the sixth form has decreased significantly from 126 to the current 75.</i></p> <p><i>The school serves Denbigh, St Asaph and the surrounding rural areas. Around 17% of pupils are eligible for free school meals, which is similar to the national average of 17.1%. Just over 14% of pupils live in the 20% most deprived areas in Wales. About 6% of the learners speak Welsh as a first language or to an equivalent standard. Very few pupils receive support to learn English as an additional language and very few pupils come from an ethnic minority background.</i></p>		
Ysgol Llanbedr	February 2017	Mr Richard Lloyd
<p><i>Ysgol Llanbedr Church in Wales Primary School is in the village of Llanbedr Dyffryn Clwyd near Ruthin in Denbighshire. There are currently 45 pupils at the school, including nine part-time pupils who attend the nursery provision. There are two mixed-age classes. Around 9% of pupils are eligible for free school meals. This is much lower than the national average of 20%. The school identifies 21% of pupils as having additional learning needs. This figure is slightly lower than the national average of 25%. All pupils are of white British ethnicity and nearly all speak English as their main language. A very few pupils speak Welsh as a first language at home.</i></p>		

Current Inspection Framework

COMMENTS

Key Question 2: How good is provision?

Learning experiences:

- The curriculum provides pupils with suitable opportunities to learn about different cultures and the world around them, for example by comparing their lives with those of children in Lesotho and by writing to children in Germany. (Llanbedr)

Care, support and guidance:

- Teachers and staff promote pupils' moral development well, through fostering values such as honesty, fairness and principles that help pupils to distinguish right from wrong. There is good provision to encourage pupils' social and cultural development, with opportunities for pupils to contribute to their local community, such as through charity walks and visits to local country parks. Regular collective worship and religious education lessons provide worthwhile opportunities for pupils to develop their spiritual awareness and to reflect on their own and others' beliefs. (Llanbedr)

Learning Environment:

- The school is a friendly and inclusive learning community. It places considerable importance on promoting a sense of belonging and

developing positive values amongst staff and pupils. For example, regular acts of collective worship raise pupils' awareness of the importance of friendship, fairness and tolerance well. (Llanbedr)

Key Question 2: How good are leadership and management?

Partnership working:

- Pupils take part regularly in concerts, eisteddfodau and activities for the elderly in the community and local churches. These experiences reinforce their understanding of the importance of contributing positively to their local community. (Llanbedr)

Inspection framework – September 2017 onwards:

Denbigh High school was a pilot for the new framework: The current framework has 3 key questions on standards, provision and leadership. The new framework has five clear areas of focus:

- 1) Standards,
- 2) Wellbeing,
- 3) Teaching and learning experiences;
- 4) Care, support and guidance
- 5) Leadership and management

4) Care, support guidance

- There is a suitable range of activities to develop pupils' social and creative skills. These include annual school musical productions, technology challenges, and participation in local history events in the community. Subjects such as history and religious studies, the personal and social education programme, and assemblies also contribute usefully to developing these aspects of pupils' development. This provision also supports the spiritual, moral, social and cultural development of pupils fittingly.