

Analysis of Inspection Reports Denbighshire SACRE

Autumn 2017

(Reports published in the Summer term)

2 schools

School	Dates	Reporting Inspector
Ysgol Y Parc Infants	May 2017	Vanessa Bowen
<p>Ysgol Y Parc Infant School is in the town of Denbigh in Denbighshire local authority. The school caters for pupils between the ages of three and seven in seven classes. There are 199 pupils on roll, including 48 who attend the nursery part-time.</p> <p>Around 13% of the pupils are eligible for free school meals, which is below the national average (19%). The school identifies around 13% of pupils as having additional learning needs, which is also below the national average (25%). No pupil has a statement of special educational needs. Most pupils speak English as their first language and no pupils speak Welsh at home. A few pupils are learning English as an additional language.</p> <p>The deputy headteacher is currently the acting headteacher and took up this position in September 2016. The headteacher is currently on maternity leave. The school's last inspection was in December 2009.</p>		
Bodfari C.P. School	May 2017	Ms Fiona Arnison
<p>Bodfari Primary School is in the small village of Bodfari, three miles from the town of Denbigh. Pupils live in the village and the surrounding rural areas.</p> <p>The school caters for pupils aged 3 to 11. There are currently 37 pupils from nursery to Year 6. There are two mixed age classes, one for Foundation Phase pupils and the other for pupils in key stage 2. There is nursery provision in the Foundation Phase classroom in the mornings. Busy Bods Playgroup, run separately to the school, takes place in the school hall each day. The playgroup staff also provide daily after-school care for school-age pupils on the school site.</p> <p>All pupils come from homes where English is the first language. The proportion of pupils currently eligible for free school meals (21%) is broadly in line with the average for Wales. A very few pupils are in the care of the local authority.</p> <p>The school has identified that around 27% of pupils have additional learning needs. This is slightly above the national average. No pupils have a statement of special educational needs.</p> <p>The present headteacher took up her post in 2011. The school was last inspected in October 2009.</p>		

Current Inspection Framework

Current Performance

- The school is an inclusive, welcoming and caring community for all pupils and teachers and pupils recognise and celebrate diversity well

COMMENTS

Key Question 1: How good are standards?

Wellbeing

- Nearly all pupils across the school contribute successfully to their local community. For example, they work with the local church to plan events, such as the harvest festival. They raise funds for local charities, for example in

supporting the local special care baby unit. This firmly embeds their sense of belonging and self-worth. (Bodfari)

Key Question 2: How good is provision?

Learning experiences:

- Teachers promote pupils' awareness of sustainability and global citizenship well... Many pupils have a strong understanding of aspects of the wider world. The school has an active link with a school in Uganda, and pupils write letters and share emails in order to develop an understanding of school life in other countries. Pupils' involvement in numerous charity fundraising events enhances their sense of themselves as citizens locally and in the wider community. (Y Parc)
- Most pupils have a good understanding global citizenship and their place in the wider world. (Bodfari)

Care, support and guidance:

- Staff provide valuable experiences that promote pupils' spiritual, moral and social development effectively. Strong local links with churches, businesses and local services help pupils to develop a good understanding of living in a community. A good example of this is the pupils' participation in a mock wedding. (Y Parc)
- Pupils' cultural development is promoted effectively through areas of learning, including learning about feasts and festivals in other countries. Collective worship makes a valuable contribution to promoting pupils' understanding of whole school values. (Y Parc)
- Staff promote pupils' social and moral development successfully through lessons and collective worship. Regular opportunities to sing together enthusiastically as a whole school also provide valuable opportunities to enhance pupils' spiritual development. Pupils have frequent opportunities to develop their cultural awareness, for example through themed weeks and topics about other countries. (Bodfari)

Learning Environment:

- The school is an inclusive, welcoming and caring community for all pupils. Teachers and pupils recognise and celebrate diversity well. As a result, a culture of mutual care and respect permeates across the school. (Y Parc)

Key Question 2: How good are leadership and management?

Partnership working:

- The school's strong links with the community provide worthwhile experiences for pupils. For example, a local vicar visits the school regularly and supports learning experiences, such as the school wedding. (Y Parc)