

Analysis of Inspection Reports Denbighshire SACRE

Summer 2024

Reports published between 7th June 2023 and 1st May 2024

| School | Report Published |
|--|-------------------------|
| Ysgol Bryn Collen | 01/05/2024 |
| Language of the provider – English Type of school - Primary Number of pupils on roll - 156 Percentage of statutory school age pupils eligible for free school meals - 9.8% (23.7%) Percentage of pupils identified as having additional learning needs 3.8% (13.2%) Date of headteacher appointment - 01/01/2018 Date of previous Estyn inspection - 16/11/2014 Start date of inspection - 26/02/2024 | |
| Ysgol Llanfair Dyffryn Clwyd | 11/04/2024 |
| Language of the provider – Bilingual Type of school - Primary Religious Character – CiW Controlled School Number of pupils on roll - 112 Percentage of pupils eligible for free school meals over a three-year average – 5.4% Percentage of pupils identified as having additional learning needs 6.9% Percentage of pupils who speak Welsh at home – 39.1% Percentage of pupils with English as an additional language 0.0% Date of headteacher appointment - 01/09/2023 (Acting) 01/01/2024 (Permanent) Date of previous Estyn inspection – Dec 2015 Start date of inspection – 05/02/2024 | |
| Ysgol Melyd | 25/03/2024 |
| Language of the provider - English Type of school - Primary Number of pupils on roll - 162 Percentage of pupils eligible for free school meals over a three-year average - 31.6% Percentage of pupils identified as having additional learning needs – 40.8% Percentage of pupils who speak Welsh at home - 5.0% Percentage of pupils with English as an additional language - 0% Date of headteacher appointment - 01/09/2016 Date of previous Estyn inspection - 01/04/2015 Start date of inspection – 22/01/2024 | |
| Ysgol Clawdd Offa | 25/03/2024 |
| Language of the provider - English Type of school - Primary Number of pupils on roll - 359 Percentage of pupils eligible for free school meals over a three-year average - 37.8% Percentage of pupils identified as having additional learning needs – 33.6% Percentage of pupils who speak Welsh at home - 0% Percentage of pupils with English as an additional language – 2.9% Date of headteacher appointment - 01/09/2008 Date of previous Estyn inspection - 01/02/2016 Start date of inspection - 21/11/2024 | |
| Ysgol Hiraddug | 01/02/2024 |
| Language of the provider - English | |

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| Type of school - Primary Number of pupils on roll – 215 Percentage of pupils eligible for free school meals over a three-year average – 18.5% Percentage of pupils identified as having additional learning needs – 20.6% Percentage of pupils who speak Welsh at home – 0.5% Percentage of pupils with English as an additional language – 2.6% Date of headteacher appointment - 01/09/2016 Date of previous Estyn inspection - 14/01/2015 Start date of inspection - 27/11/2023 | |
| Ysgol Brynfyfryd | 11/12/2023 |
| Language of the provider - Welsh Type of school – Secondary Number of pupils on roll – 1053 Number in sixth form - 189 Percentage of pupils eligible for free school meals over a three-year average – 7.2% (20.2%) Percentage of pupils identified as having additional learning needs 11.7% (17.8%) Percentage of pupils who speak Welsh at home - 43.5% Percentage of pupils with English as an additional language – 0.7% Date of headteacher appointment 03/04/2023 Date of previous Estyn inspection 09/10/2023 | |
| Ysgol Bro Dyfrdwy | 27/12/2023 |
| Language of the provider - Welsh Type of School – Primary Number of pupils on roll – 125 Percentage of pupils eligible for free school meals over a three-year average – 8.7% Percentage of pupils identified as having additional learning needs 11.3% Percentage of pupils who speak Welsh at home – 50.9% Percentage of pupils with English as an additional language - 0% Date of headteacher appointment - 01/09/2020 Date of previous Estyn inspection - 09/06/2015 Start date of inspection - 23/10/2023 | |
| Ysgol Christchurch | 27/11/2023 |
| Language of the provider - English Type of school - Primary Number of pupils on roll – 435 Percentage of pupils eligible for free school meals over a three-year average - 61% Percentage of pupils identified as having additional learning needs - 31% Percentage of pupils who speak Welsh at home – 0% Percentage of pupils with English as an additional language – 7.5% Date of headteacher appointment 01/09/2018 Date of previous Estyn inspection 01/05/2015 Start date of inspection 25/09/23 | |
| Ysgol Emmanuel | 07/08/2023 |
| Language of the provider - English Medium Type of school – Primary Number of pupils on roll - 466 Percentage of pupils eligible for free school meals over a three-year average – 52.2% Percentage of pupils identified as having additional learning needs 19.5% Percentage of statutory school age pupils who speak Welsh at home - 0% Percentage of statutory school age pupils with English as an additional language - 4% Date of headteacher appointment 01/01/2020 Date of previous Estyn inspection 01/01/2015 Start date of inspection 05/06/23 | |

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| Ysgol Bro Famau | 06/07/2023 |
| Language of the provider - English Medium Type of school – Primary Number of pupils on roll - 64 Percentage of pupils identified as having additional learning needs 15.1% Percentage of statutory school age pupils with English as an additional language - 0% Date of headteacher appointment 01/11/2015 Date of previous Estyn inspection 19/05/2014 Start date of inspection 02/05/23 | |

Well-being and attitudes to learning

- Pupils show a suitable understanding of diversity. For example, younger pupils study Ruby Bridges and older pupils study Martin Luther King and Rosa Parks as part of Black History Month. (Ysgol Bryn Collen)
- Nearly all pupils develop a sound understanding of the importance of being moral and principled citizens. They develop the ability and confidence to discuss their feeling with others and show empathy towards others in distress. By doing so, their awareness of fairness and equality develops effectively. (Ysgol Llanfair Dyffryn Clwyd)
- By Year 6, many pupils have a mature understanding of their rights and the rights of others across the world. They have an informed appreciation of how some children’s circumstances affect how they live and the barriers they face. For example, they read the story of Malala Yousafzai, the youngest person to achieve the Nobel Peace Prize, and talk animatedly about the courageous stance she took to make sure she attended school. (Ysgol Clawdd Offa)
- They show a good understanding of cultural diversity, for example when learning about different religions. They are beginning to understand some of the ethical issues facing the world, such as the problems that waste cause to the environment. Members of the school council are proud of their efforts and support local and national charities, for example by raising money for a school in Uganda. (Ysgol Bro Dyfrdwy)
- Pupils are developing very well as ethically, informed citizens. They take on leadership roles and responsibilities and play a full and active part in the life and work of the school. For example, the Eco Council encourage their peers to be litter conscious around school and the local community, such as when they take part in litter picks outside school and in the local parks to protect children and animals. Most pupils understand their rights and responsibilities through their work on the United Nations Rights of the Child. (Ysgol Emmanuel)

Teaching and learning

- Teachers provide a broad and balanced curriculum which builds systematically and coherently on pupils’ existing knowledge, understanding, skills and experience. (Ysgol Bryn Collen)
- Leaders and staff have worked successfully to develop the school’s curriculum to meet the requirements of Curriculum for Wales. (Ysgol Bryn Collen) Staff across the school collaborate effectively with pupils, parents and local schools to develop a broad and balanced curriculum that meets the needs of many pupils well. (Ysgol Melyd)

- The school's curriculum aligns appropriately to the principles of Curriculum for Wales and provides a suitable balance across areas of learning and experience for a majority of pupils. (Ysgol Clawdd Offa)
- The school provides a balanced and inclusive curriculum that meets the requirements of most pupils. (Ysgol Brynhyfryd)
- By inviting visitors to the school, teachers provide opportunities for pupils to celebrate diversity and respect different religions. (Ysgol Bro Dyfrdwy)
- The school is developing a broad and balanced curriculum that focuses suitably on its local context and pupils' well-being (Ysgol Christchurch)
- They [pupils] appreciate Welsh artists and musicians and learn about influential Welsh citizens, such as John Davies, a Welsh scholar from Llanferres who was involved in translating the Bible into Welsh.

Care, support and guidance

- Provision for developing pupils' spiritual, moral, and ethical understanding is effective. Collective worship and classroom activities encourage pupils to reflect on their own values and beliefs effectively. Teachers regularly provide opportunities for pupils to lead discussions in assemblies about a variety of issues. (Ysgol Bryn Collen)
- Pupils take advantage of valuable opportunities to celebrate their Welshness and feel that they belong to the local community. Regular opportunities are taken to share and celebrate these aspects through a range of activities which are celebrated through notable exhibitions within the school and on social media. For example, a Harvest Thanksgiving service is held in the church, where the public are invited to donate to a local food bank. (Ysgol Llanfair Dyffryn Clwyd)
- The school promotes pupils' moral and social development robustly. Pupils are given regular valuable opportunities to reflect on the school's ethos and values. This helps them to understand issues relating to equality, diversity and inclusion and develops values such as respect and empathy successfully. (Ysgol Llanfair Dyffryn Clwyd)
- The school's curriculum provides appropriate opportunities for pupils to develop and promote their understanding of concepts and values such as cultural diversity, inclusion, and equity. For example, younger pupils draw Rangoli patterns to celebrate Divali and older pupils celebrate Black History month through their study of influential black people, such as Martin Luther King Jr and Rosa Parks. As a result, pupils have a sound understanding and empathy towards some of the challenges and struggles that others face daily. The school utilises its links with the local high school effectively to attend 'Culture and Diversity Week', where pupils participate in different dance, music and art workshops. (Ysgol Melyd)
- The school teaches pupils to be respectful and empathetic. Across the school, all staff promote co-operation, reinforce whole school expectations of tolerance and consideration, and expect socially responsible behaviour from pupils. They engage well with national events to provide an authentic context for pupils to develop their values and understanding of the needs of others. (Ysgol Melyd)
- School assemblies provide appropriate opportunities for pupils to reflect on their beliefs and values. Staff enable pupils to make suitable contributions to the life of their community and these experiences help pupils to respect others and develop empathy and compassion. For instance, pupils visit a local residential home for

the elderly to sing carols at Christmas time and hold fundraising events, with the support of local businesses, to help those in need. (Ysgol Clawdd Offa)

- The school places a strong emphasis on inclusion and welcomes all cultures and nationalities. For example, as a result of twinning with a primary school in Poland, pupils learn about each other's culture and help their peers in Warsaw to develop their English language skills. Teachers develop pupils' understanding of faith and spirituality by exploring a range of beliefs, such as by learning about Diwali and Eid. These opportunities contribute positively to pupils' understanding of diversity and help pupils to question stereotypical assumptions about difference. Across the school, however, provision for collective worship is less well developed. (Ysgol Hiraddug)
- The school promotes spiritual, moral, social and cultural development well. This is done through assemblies, 'pause for thought' activities and through the personal and social education programme. The programme is tailored to pupils' well-being needs, as necessary, including presentations by guest speakers, external agencies and health and well-being days. For example, an assembly and morning sessions are held on 'World Mental Health Day' to raise awareness and support pupils to understand and receive support, as necessary. (Ysgol Brynhyfryd)
- The school's ethos and collective worship assemblies promote pupils' spiritual and moral development successfully. Staff encourage pupils to reflect on values such as fairness, friendship and kindness and to consider the opinions of others sensitively, for example as the oldest pupils lead an assembly on Show Racism the Red Card. Learning about Christianity and other religions through lessons and collective worship sessions promotes pupils' understanding of the importance of tolerance and the right to be free from harassment. Pupils are given valuable opportunities to learn about the wider world. As a result, many pupils discuss the differences between the lives of children in Uganda and Ghana and their life here in Wales maturely. (Ysgol Bro Dyfrdwy)
- There are appropriate arrangements for developing pupils' spiritual and ethical beliefs, for instance through acts of collective worship where pupils reflect on values and the importance of respecting others. (Ysgol Christchurch)
- Overall, the school's provision to support pupils spiritual, social and cultural development is effective. (Ysgol Emmanuel)
- The school promotes equality, diversity and inclusion effectively through a range of creative activities, including anti-bullying projects. Whole-school and class assemblies provide beneficial opportunities to develop pupils' spiritual and moral understanding, for example when considering connections between faiths through the theme of light. Approaches to developing pupils' personal and social skills through links with the community, for instance, help pupils to appreciate issues relating to their well-being and lifestyle choices. The effective use of visitors from the community, such as members of local places of worship, helps pupils to feel part of the community and encourages their participation in community projects. (Ysgol Bro Famau)