

# **Report summary for parents and carers on Flint High School**

Date of inspection: November 2025

# Summary

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In recent years, the senior leadership team has failed to provide Flint High School with adequate leadership. As a result, the school does not provide its pupils with an acceptable standard of education. Systemic weaknesses in leadership, teaching and well-being provision mean that too few pupils, including those with additional learning needs (ALN), feel safe in school, enjoy their learning or make sufficient progress in the development of their knowledge, understanding and skills.

Senior leaders have failed to secure a culture of safeguarding. Although many staff are committed to improving the well-being of pupils, overall the school does not support pupils' behaviour, attendance or engagement in their learning well enough. There are significant shortcomings in how attendance is recorded and monitored, how disruptive behaviour and bullying are managed and how well the school ensures that pupils are safe. As a result, the safety of pupils is a serious concern.

Senior leaders do not support the development of effective teaching successfully. In particular, they do not help teachers to manage pupils' behaviour well enough. Teachers are also hampered by a poorly designed curriculum and the inefficient deployment of staff. In a minority of cases, teaching helps pupils to make adequate progress and develop suitably positive attitudes to their learning. However, in many instances, low expectations, ineffective behaviour management and weak planning limit pupils' progress. Pupils do not develop their independence and resilience sufficiently well. Provision to develop pupils' skills across the curriculum is notably underdeveloped.

Leadership has limited impact on all aspects of the school's work and has not addressed national priorities well enough. It has failed to promote unity, trust and a sense of collaboration, and in too many instances fractured relationships between staff at all levels promote a culture of distrust. Insufficient attention is given to the well-being of staff and supporting middle leaders to carry out their roles effectively. As well as not demonstrating sufficient strategic leadership, senior leaders do not carry out their operational responsibilities successfully, so the school does not function efficiently on a day-to-day basis.

Senior leadership roles are not sufficiently clear, well-balanced or equitable. Senior leaders and governors do not hold staff accountable for their responsibilities. Leaders at all levels do not evaluate provision well enough, so are unable to plan for improvement satisfactorily. Professional learning to improve teaching and leadership is inadequate. The school does not manage its resources carefully enough, nor does it communicate or engage sufficiently well with parents and the local community.

# Recommendations and next steps

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## **We have made six recommendations to help the school continue to improve:**

- R1 Address the significant safeguarding issues identified during the inspection
  - R2 Strengthen leadership so that it promotes unity, trust and collaboration and supports all staff to carry out their roles effectively
  - R3 Strengthen arrangements for self-evaluation, improvement planning, professional learning and line management
  - R4 Improve teaching and the provision for skills so that pupils are consistently challenged to make good progress
  - R5 Improve pupils' attendance, behaviour and attitudes to learning
  - R6 Establish a curriculum that meets pupils' needs, provides a suitable range of learning experiences, and helps them to develop their knowledge, understanding and skills
- The school will draw up an action plan to address the recommendations from the inspection

## Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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