



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**All Saints C.I.W. Primary School
Plas Cleddau (Off Severn Road)
Cwm Talwg
Barry
Vale of Glamorgan
CF62 7FG**

Date of inspection: December 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About All Saints C.I.W. Primary School

All Saints Church in Wales Primary School is a voluntary aided primary school situated on the western edge of the town of Barry in the Vale of Glamorgan. There are 234 pupils on roll, aged from three to eleven, including 30 part-time nursery pupils. There are eight single age classes.

English is the predominant language for nearly all pupils. No pupil learns English as an additional language. Very few pupils speak Welsh at home. Around 5% of pupils are eligible for free school meals. This is much lower than the Wales average of 19%.

The school states that around 12% of pupils are on the additional needs register, which is much lower than the Wales average of 21%. A very few pupils have a statement of special education needs.

The headteacher, who was previously the deputy headteacher, took up her post in January 2014. The school was last inspected in May 2011.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Nearly all pupils enjoy coming to school and demonstrate outstanding attitudes to learning. The school places a very strong emphasis on developing its pupils' personal and social education. As a result, standards of behaviour and self-discipline of almost all pupils in lessons and around the school are high. Pupils take full advantage of wide opportunities that they are given to express their opinion about important aspects of school life. This contributes significantly to the very effective learning environment.

School leaders provide strong and effective leadership. Teachers and support staff are highly motivated and passionate about improving pupils' learning. They have high expectations of all pupils. They provide them with interesting activities that engage and meet the needs of pupils successfully. As a result, nearly all pupils show curiosity, insight and imagination, make good progress and achieve well. Pupils' ability to improve their own learning is a very strong aspect of work in every classroom.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

- R1 Improve standards of pupils' oral skills in Welsh outside of Welsh lessons in key stage 2
- R2 Improve pupils' experience at playtimes and lunchtimes so that they have more opportunities to make purposeful use of their time in the outdoor environment

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its work in relation to wellbeing for dissemination on Estyn's website.

Main findings

Standards: Good

Most pupils who enter the nursery class have skills that are at or above the level expected for their age. Nearly all pupils, including those with additional needs, make good progress and achieve well. By Year 6, more able pupils achieve highly.

Nearly all pupils make good progress in their oral and listening skills and use them effectively to move their learning forward. From an early age, nearly all pupils in the foundation phase listen attentively during lessons and engage in purposeful talk during activities and play sessions. Most pupils in key stage 2 contribute effectively in lessons, often giving extended answers to questions and making relevant contributions to classroom discussions. By Year 6, most pupils are articulate and offer thought-provoking opinions, for example when discussing gender stereotyping.

Nearly all pupils develop good reading skills. Most pupils in the foundation phase develop a good understanding of phonics quickly. They enjoy reading and are keen to read to adults. By Year 2, most pupils discuss the content of their books enthusiastically, identify their favourite characters and provide sensible reasons for what they like. Most pupils continue this strong progress in key stage 2. They read a wide range of texts fluently, accurately and with good expression. Most pupils apply their reading skills well in different subjects and can locate information and use reference material effectively. By Year 6, most use higher order reading skills, such as skimming and scanning, effectively to find information quickly. They use inference and deduction skills well, for example when comparing information from different sources about how Julius Caesar died.

Most pupils across the school write to a high standard and for different purposes in a wide range of contexts and present their work neatly. By Year 2, many pupils write at length using imaginative vocabulary, such when writing a poem based on 'The night before Christmas'. Most use capital letters and full stops correctly. Most pupils in key stage 2 use their writing skills purposefully in topics across the curriculum. By Year 6, many produce writing of high quality that engages the interest of the reader well, for example when writing about loneliness at Christmas time.

Most pupils develop their mathematical skills systematically as they move through the school. Nearly all pupils in the foundation phase use their numeracy skills well throughout the areas of learning, for example when collecting and presenting data about birthdays. In key stage 2, nearly all pupils apply their numeracy skills well across the curriculum. Many pupils have a sound understanding of how to present and interpret data to provide sensible explanations and conclusions, such as when Year 5 pupils compare the amount of sugar in various foods. By Year 6, nearly all pupils use a good range of written methods to calculate accurately. They present their work systematically and explain the strategies they use to solve problems clearly, for example when calculating and comparing the average distance travelled by different paper aeroplanes.

In the foundation phase, many pupils ask and respond to simple questions in Welsh independently following basic patterns. Most write simple words and phrases

accurately, such as when Year 2 pupils write an e-mail to Sion Corn. In key stage 2, a minority of pupils ask and answer questions confidently and accurately. By Year 6, many write accurately at length, for example when writing a postcard. However, only a few use the Welsh language in other areas of the curriculum and around the school. This limits the progress they make.

Across the school, pupils make very effective use of the full range of information and communication technology (ICT) skills to support their work across the curriculum. From an early age, nearly all pupils in the foundation phase develop good independent skills and can use tablets very confidently. For example, when Year 1 pupils use a range of applications to record their work on the special things they found in a church. Pupils in key stage 2 use ICT to present information in a variety of interesting ways through class newspapers, blogs and presentation packages. Younger pupils in key stage 2 interrogate databases purposefully, for example to create a spreadsheet of their favourite hymns. They use an animation program imaginatively to create a film based on a classic Christmas story. Many older pupils in key stage 2 use a range of sources maturely when searching for information, for example when investigating the circumstances behind the death of Julius Caesar. Pupils have a good understanding of how to keep safe on line. Older pupils talk maturely about the impact that digital content can have. By Year 6, most pupils' ICT skills are excellent. An example of this is the innovative way they use programmable technology to control constructional materials.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils demonstrate outstanding attitudes to learning. They show curiosity, perception and imagination and participate eagerly in a wide range of interesting learning opportunities. Nearly all pupils co-operate extremely effectively and persevere with their tasks for extended periods. Pupils across the school show an increasing ability to plan jointly and to express an opinion about what they are learning, for example when deciding what resources they could use to learn about the Romans. Their ability to improve their own learning is a very strong aspect of work in every classroom. For example, pupils in Year 6 choose their assessment partners and demonstrate an excellent understanding of success criteria when redrafting features of a biography of Julius Caesar. Many pupils demonstrate excellent maturity when evaluating what they have achieved and identifying what they need to do, for example to improve a factual text about a cyclone.

Standards of behaviour and self-discipline of almost all pupils in lessons and around the school are high. They show great respect for each other and for adults. They are extremely courteous and welcoming towards visitors. This is an excellent feature of the school's life and contributes significantly to the very effective learning environment.

Pupils take full advantage of wide opportunities that they are given to express their opinions about important aspects of school life and to contribute to their own wellbeing and that of their peers very effectively. They do this through the variety of effective committees that make up the school Senedd, including the wellbeing group, the school nutrition action group, eco committee, and digital directors. Members of the various committees are very enthusiastic and understand that they are representing the views of other pupils in the school community. They show obvious

pride in their contribution to a number of aspects of school life and within the local community. An especially good example of this is the role of the digital leaders in giving guidance, not only to other pupils, but also to members of staff, parents and governors and teachers from other schools about how to develop safe and responsible attitudes to using technology. Members of the wellbeing group talk enthusiastically about their work in redesigning and upgrading a nearby playground. Pupils regularly raise money for a number of charities. This has a positive effect on their awareness of the needs of others in their community and the wider world.

Nearly all pupils enjoy coming to school. They feel safe and appreciate that they receive high quality support from adults at the school. They are confident in turning to any member of staff if they have concerns. Pupils of all ages have a mature understanding of how to stay healthy. They appreciate that healthy foods and regular physical exercise have a positive effect on their wellbeing and development.

Teaching and learning experiences: Good

The quality of teaching is good. Teachers use their curriculum knowledge well to provide an interesting and stimulating range of lessons that engage nearly all pupils fully. Support staff have good subject knowledge and teaching skills and use these well to make a strong contribution to the standards achieved by pupils in all classes. Teachers share clear learning objectives for their lessons to provide a clear focus for learning. All teachers expect pupils to achieve well and provide an appropriately high level of challenge in the work they set. They use interesting stimuli well at the start of lessons to engage pupils from the outset. They sequence activities well, organise pupil groupings flexibly and adapt work skilfully to meet the different needs and abilities of pupils. Nearly all lessons move at a suitably brisk pace and teachers use questioning well to help pupils recall previous learning and to extend and assess their understanding. There is an effective working relationship between teachers, support staff and pupils in all classes. This encourages respect, courtesy and trust. Across the school, teachers regularly encourage pupils to discuss aspects of their work in pairs and groups. As a result, pupils respond with maturity and have a very good understanding of what they have achieved and what they need to improve.

All teachers plan effectively to deliver the statutory requirements of the curriculum and the principles of the foundation phase, and to develop pupils' communication, numeracy and ICT skills through interesting themes. In the foundation phase, adults plan an exciting range of activities to develop pupils' skills in both the indoor and outdoor areas. They ensure an appropriate balance between adult-led activities and purposeful opportunities for pupils to work independently. For example, pupils in the reception class choose their own criteria for sorting parcels in the Post Office role-play area and pupils in Year 1 fish for balls in the water tray as they learn about odd and even numbers.

In key stage 2, the curriculum is broad and balanced. Teachers plan creatively to build systematically on the skills that pupils develop in the foundation phase; for example the work on gender equality provides valuable opportunities for pupils in Year 6 to develop their higher order reading and ICT skills as they search for and discuss in groups, evidence from a range of sources. Activities provide beneficial and stimulating experiences for pupils to develop their creative and problem solving activities, such as when Year 4 pupils use construction materials to create scenes

from a classic Christmas story in preparation for a film. Provision to develop the full range of pupils' ICT skills is outstanding. A notable example is the use by Year 6 pupils of programmable technology to control models. As a result, nearly all pupils apply themselves actively to their tasks and enjoy learning.

The school enriches the curriculum successfully with a wide range of visits relating to the school's work and by inviting visitors to school. A good example of this is the recent visit by a local chef to cook with pupils. This helps pupils to understand the importance of healthy eating and the journey of food from farm to fork.

Provision for pupils to develop their Welsh language skills during specific Welsh language lessons is good. However, provision to enable pupils to practise and enhance these skills outside of Welsh lessons is inconsistent. Teachers promote pupils' understanding of the history, geography and culture of Wales well, for example through visits to the Roman remains at Caerleon, the Tudor manor at Llancaiach Fawr, St. Illtyd's church in Llantwit Major and the Royal Mint at Llantrisant.

Care, support and guidance: Excellent

The school has extremely effective procedures to track and monitor pupils and these have a significant impact on pupils' progress and wellbeing. Staff know their pupils very well; they have robust arrangements for assessing pupils' attainment and achievement, and moderate and standardise assessments rigorously. Teachers and pupils make very effective use of a range of technology to facilitate self and peer-assessment and to monitor pupil progress. All teachers use the information that derives from this very effectively to plan and provide support to address the needs of individuals and specific groups of pupils. Support staff work diligently under the guidance of teachers or the additional learning needs co-ordinator to implement a wide range of intervention programmes effectively. This enables pupils to make sound and consistent progress. All pupils with additional learning needs have a comprehensive individual education plan, which includes ambitious and achievable individual targets that teachers review regularly with parents. This ensures that they make good and often very good progress, so that they do not need to continue to receive intervention programmes for extended periods.

The school places a very strong emphasis on developing its pupils' personal and social education and promotes the school's motto 'As many hands build a house, so many hearts make a school' very effectively. As a result, pupils develop a particularly positive attitude to learning. All staff promote the importance of good behaviour, courtesy, respect and commitment very successfully. This is an excellent feature of the school's life and contributes significantly to the very effective learning environment where nearly all pupils show curiosity and imagination, and demonstrate enjoyment and pride in their learning. Teachers arrange a wide range of educational visits and invite interesting visitors to school. For example, the Children's Commissioner for Wales recently visited the school to discuss with pupils their innovative use of technology to promote the rights of the child. These contribute well towards pupils' understanding of fostering wide and varied social attitudes. Staff arrange rich opportunities for pupils to reflect in collective worship sessions, which are often based on stories from the Bible or themes such as anti-bullying week. As a result, pupils have a sound understanding of religious and moral issues, and events in the wider world.

The school provides extensive opportunities for pupils to take responsibility. Their participation in the various Senedd committees develops their leadership skills well. For example, digital leaders support other local schools in developing safe and responsible attitudes to using technology. After-school clubs and extra-curricular activities, for example cookery, knitting and the Digital Club, provide a range of opportunities for pupils to develop a variety of creative skills. Pupils are provided with a good variety of opportunities to perform at school and in their local community. This develops their self-confidence, their pride in themselves and their ability to work with others.

Parents receive regular information about many aspects of school life. This includes good quality newsletters and an increasing use of ICT applications to share information about pupils' activities. Many parents appreciate this contact but current links are not always effective enough in engaging and informing all parents.

The school has robust procedures for promoting eating and drinking healthily. Teachers provide a range of purposeful opportunities to develop pupils' fitness, such as tennis, dance and outdoor sporting activities. Visits by local sports people and clubs enhance pupils' understanding of the effect that exercise has on their health and wellbeing. Visits from individuals, such as the community police officer, teach pupils about the dangers of substance misuse and smoking, in addition to the dangers of using the internet. As a result, nearly all pupils talk confidently about the importance of taking care of their bodies and staying safe online. The school provides good opportunities for pupils to engage in a wide range of physical activity during lessons. However, there is a lack of equipment for pupils to use in the outdoor environment at playtimes and lunchtimes. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher, ably supported by the deputy headteacher, provides the school with strong leadership. Leaders have high expectations of everyone and themselves and share a vision that promotes the very best of learning opportunities within a happy, stimulating environment. This enables each pupil to feel that they are part of the school family. The school has a strong team of highly skilled and motivated teachers and support staff who are passionate and conscientious about improving pupils' learning. They have clear roles and responsibilities and work together well as a team to achieve the school's vision.

Senior leaders make effective use of performance information to refine provision and plan staff training. They provide very valuable professional development opportunities for all staff that support the school's improvement planning successfully. These include attendance at courses, sharing good practice within the school and the delivery of in-house training. A good example is the support given to teachers and support staff in improving their Welsh language skills. Leaders organise purposeful reciprocal observation opportunities for teachers to share good practice. For example, teachers work well in groups of three to plan innovative and creative approaches to learning as pupils move from the foundation phase to key stage 2. As a result, teachers' skills and confidence have been improved. For example, they now ensure that lesson introductions are more effective in engaging pupils from the outset. The school's involvement in networks of professional practice

with other schools is a strong feature that results in improved outcomes for pupils. Examples include sharing good practice in provision for more able pupils, particularly in science, numerical reasoning and writing.

The school's improvement procedures are an effective part of its work, and have led to maintaining and raising standards since the last inspection. Leaders undertake a wide range of self-evaluation activities to help them to identify the school's strengths and areas for improvement accurately. A strong feature is how well leaders involve older pupils in accompanying members of the governing body on learning walks. Priorities in the improvement plan are based directly on the outcomes of the self-evaluation process and focus firmly on maintaining and improving standards. Leaders and governors monitor and evaluate the effectiveness of these plans regularly. The school has a strong track record of making improvements, for example in implementing the digital competency framework.

The governors are very supportive, meet regularly and fulfil their duties conscientiously. They have a good understanding of the school's strengths and areas for improvement. Individual governors have additional roles linked to specific subject areas of learning and year groups. As a result, they have opportunities to meet with the relevant staff and discuss progress and action plans within their designated areas. This enables them to hold leaders to account and to contribute successfully in raising pupils' standards and ensuring high levels of wellbeing and social skills.

Senior leaders and governors collaborate effectively to manage the school's budget, staff and accommodation efficiently to support the priorities in the school improvement plan. The school uses the pupil development grant prudently to raise the standards of the very few pupils who are eligible to receive it.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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