

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**All Saints Church-in-Wales Primary School  
Plas Cleddau  
Cwm Talwg  
Barry  
Vale of Glamorgan  
CF62 7FE**

**School Number: 673/3372**

**Date of Inspection: 25<sup>th</sup> – 27<sup>th</sup> April 2005**

**by**

**Mr Michael T. Ridout  
W180/78730**

**Date : 30 June 2005**

© Crown Copyright 2005

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

All Saints Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of All Saints Primary School took place between 25<sup>th</sup> and 27<sup>th</sup> April 2005. An independent team of inspectors, led by Mr. Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

<b>Contents</b>	<b>Page</b>
<b>Context</b>	<b>1</b>
<b>Summary</b>	<b>2</b>
<b>Recommendations</b>	<b>6</b>
<b>Standards</b>	<b>7</b>
Key question 1: How well do learners achieve?	7
<b>The quality of education and training</b>	<b>9</b>
Key question 2: How effective are teaching, training and assessment?	9
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key question 4: How well are learners cared for, guided and supported?	14
<b>Leadership and management</b>	<b>16</b>
Key question 5: How effective are leadership and strategic management?	16
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key question 7: How efficient are leaders and managers in using resources?	19
<b>School's response to the inspection</b>	<b>21</b>
<b>Appendices</b>	
A Basic information about the school	22
B School data and indicators	22
C National Curriculum assessments results	23
D Evidence base of the inspection	25
E Composition and responsibilities of the inspection team	26

**LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER:**

fte	-	full time equivalent
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
KS1	-	Key stage 1
KS2	-	Key stage 2
LSA	-	Learning Support Assistant
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
PFA	-	Parents and Friends Association
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
SIP	-	School Improvement Plan
WAG	-	Welsh Assembly Government

## **Context**

### **The nature of the provider**

1. All Saints Church-in-Wales School is a Voluntary Aided primary school for boys and girls aged from three to eleven years. The school is organised in nine classes, including a nursery and a reception class for the under fives. There are 224 fte pupils on roll. The average class size is 25. The school employs nine full-time and three part-time teachers, and seven LSAs.
2. The school is situated on the western edge of the town of Barry in the Vale of Glamorgan. It serves the Cwm Talwg housing estate and the surrounding residential area. The school attracts a substantial number of pupils from beyond the immediate locality.
3. The school confirms the majority of families have advantaged circumstances and a minority are relatively disadvantaged. Eight per cent of pupils are entitled to free school meals; this is well below national and local averages. There are few pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the predominant tongue and the school teaches Welsh as a second language.
4. The school receives pupils from the full range of abilities. A range of assessment data confirm this and the results of baseline assessments are broadly in line with local averages. Around 13% of pupils have SEN; this is a lower proportion than that found in many schools. One pupil has a statement of SEN. The school was previously inspected in March 1999.
5. The school achieved the Basic Skills Quality Mark in 2003.

### **The school's priorities and targets**

6. A mission statement and series of aims, reflecting the school's Christian foundation, guides its work. Appropriate targets are set for end of key stage attainment. The priorities identified in the SIP 2004 – 2005 are:
  - to monitor standards in English and mathematics;
  - to raise standards in ICT;
  - to introduce the 'Language and play programme' in the early years;
  - to raise standards in 'thinking skills' in Y1 and improve standards of literacy in lower KS2;
  - to review policies for teaching and learning and SEN, enhance provision further in PSE, implement new schemes of work in Welsh second language and religious education, review provision within the science scheme of work for early years and compile subject portfolios in religious education, physical education and music;
  - continue the process of performance management, promote opportunities for staff development, increase the number of LSAs, plan for the development of an ICT suite, develop the school grounds and strengthen school, home, community and parish liaison.

## Summary

7. This is a very successful school in maintaining and building on its many strengths. It has a strong ethos for learning that promotes very good relationships and very positive attitudes to learning. These outstanding features strongly reflect the school's Christian foundation and play a significant part in promoting high standards in pupils' personal and academic development.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 1
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

### Standards

8. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
9. The under-fives make good overall progress in the acquisition of basic and key skills.
10. By the end of both key stages pupils achieve commendable success in attaining agreed learning targets and goals in the core subjects of English, mathematics and science. The school exceeded its targets and those determined by the WAG in 2004. This is an outstanding achievement and a great credit to the school.
11. In KS1, the most recent NC assessments for 2004 confirm that performance is well above national figures in English, mathematics and science. In comparison with similar schools having between 5% and 8% free school meals, performance is also well above average.
12. In KS2, the NC test results for 2004 are well above national figures in English, mathematics and science. In comparison with similar schools, results are above average in English and well above average in mathematics and science.

13. The results of NC tests and assessments show a sustained trend of improvement. The school successfully exceeded its 2004 end of key stage targets in both key stages.
14. Across the school pupils achieve appropriate levels in basic and key skills. When given the opportunity to build on these skills across the curriculum, older ones achieve particularly well.
15. The overall level of bilingual competence is underdeveloped. On the one hand pupils have good oracy skills in English but their competence in Welsh is less well developed.
16. Slow learners, including those with SEN, make good and sometimes very good progress in relation to their age and ability.
17. Taken overall, pupils make good progress in their learning and in fulfilling their potential, irrespective of their age, ability or background. On occasions they achieve less success where the learning experiences lack sufficient rigour to fully involve and motivate them.
18. Pupils have very positive attitudes to learning and work hard in the context of the learning tasks they undertake. They have well developed learning skills and a good capacity to work with initiative and appropriate independence.
19. Pupils are very well behaved and the oldest develop into self-confident, mature young citizens. These are impressive features.
20. Overall, levels of attendance and punctuality are good.
21. Pupils' progress in their personal, social, moral and wider development is excellent. This is an outstanding feature of the school.
22. Pupils develop a very strong sense of belonging within the school and the local community.

### **The quality of education and training**

23. In 24 lessons, or parts of lessons across the school, teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	58%	42%	0%	0%

24. Teaching successfully fosters a positive climate for learning and promotes achievement well. Strong features include the consistent and skilful management of pupils and the very good relationships between pupils and teachers.
25. In the nursery focused teaching and effective teamwork are particularly effective in developing children's learning through a stimulating variety of very well structured learning activities.



26. The imaginative use of resources to engage pupils' interest is a key feature of the most successful lessons across the school.
27. Overall, teachers use an appropriate range of methods, although in some lessons teaching is over directed. This tends to slow the pace of work and limit opportunities for pupils to use their initiative and a range of study skills in different contexts.
28. Lesson planning is very detailed. It is most effective where day-to-day assessments identify needs and guide provision in subsequent lessons. However, in some lessons insufficient match and challenge in the work results in more able pupils not fully extending their learning.
29. There are very good and effective systems in place to assess pupils' attainments and progress. Very detailed records of pupils' achievements are maintained. This is a very well developed feature.
30. Teachers assess pupils' achievements fairly and accurately, although there are inconsistencies in marking and the use of assessments. However, good procedures are being implemented to help ensure pupils understand the purpose of assessment and to involve them more fully in setting targets for their learning.
31. The annual written reports about children's progress are of very good quality.
32. The school provides a wide range of curricular experiences that meet pupils' needs well. It is making good progress in developing further the progression, flexibility and coherence of its provision.
33. There is detailed planning to develop learners' basic and key skills. However, the context for developing key skills is often over structured and limits opportunity for pupils to use, apply and extend their skills in literacy, numeracy and ICT to the full.
34. The curriculum in the early years is good with some outstanding features. It is very well implemented with the younger children. There is evident progression in the activities planned for the older children, but there is less emphasis on developing learning skills fully.
35. Pupils' curricular experiences are very well enriched through a good range of visits out of school and visitors to the school, and many benefit from instrumental tuition. Boys and girls also have equal access to a range of extra-curricular activities. This has a very positive impact on the standards they achieve.
36. A very strong and distinctive feature of provision is the emphasis given to pupils' personal development, including the spiritual, moral, social and cultural aspects. This provision has outstanding features.
37. The Cwricwlwm Cymreig is well established, although the provision to promote pupils' bilingual skills lacks consistency.

38. The school has very effective partnerships with the community, the parish, other educational establishments and industry. These are distinctive features.
39. Pupils are very well cared for, guided and supported. The well established systems to ensure pupils' safety and welfare are a major strength of the school's provision and aspects of this provision are outstanding.
40. The programme for PSE is well planned and effectively implemented.
41. Taken overall, the arrangements for learning for pupils with SEN are a significant feature. The impact of this provision is very good.

### **Leadership and management**

42. The head and deputy, with the effective support of the governors, are successful in providing clear direction for the school's work through positive values and clear educational aims and objectives.
43. The school's Christian foundation is very clearly reflected in its calm, welcoming and supportive family ethos. This distinctive ambience is impressive and permeates all aspects of the school's work.
44. The analysis of performance data enables the school to target provision to boost the achievement of particular groups of pupils. This is an effective feature.
45. The school is particularly successful in setting, meeting and often exceeding its targets for pupils' attainment. This is a key achievement in strategic management, systematically built up over several years.
46. The SIP identifies a very wide range of priorities. However, the leadership has yet to sufficiently prioritise the key issues and actions needed to maximise the impact of the most important initiatives on learning and teaching.
47. The GB discharges its statutory duties and responsibilities very well.
48. The school successfully maintains its focus on raising standards further in the core subjects and is developing its self-evaluation procedures. The implementation of a collegiate approach in planning the way forward for the school is increasingly effective.
49. The arrangements for monitoring and evaluation are not yet clearly enough linked to key priorities, in order to maximise the impact and assure the consistency of improvement strategies.
50. The planning of expenditure in line with the school's needs is very well managed.
51. The school is very well staffed. Teachers are enthusiastic about developing their role as subject co-ordinators and building on professional training opportunities.

52. The school is well resourced to match the demands and needs of the curriculum. However, the good quality resources available to enhance learning are not always accessed by pupils or sufficiently used by teachers.
53. The accommodation provides a suitable setting for teaching and learning, but overall, there is insufficient teaching space for the number of pupils; where there are large classes, this imposes constraints on learning and teaching. Some good opportunities to deploy staff more flexibly to cater for the larger classes have not been developed.
54. The school has achieved a good measure of improvement since the last inspection and there is sustained improvement in standards. This, together with the high standards of pupils' personal development, is a commendable achievement and a cause for celebration.

## Recommendations

In order to maintain and improve further the already high standards attained it is recommended the school and GB should review and refine the SIP, placing particular emphasis on:

- R1 ensuring pupils build on their learning skills fully, including their good capacity to work with initiative and appropriate independence;
- R2 refining lesson planning and assessment procedures to ensure they are both manageable and effective in:
  - promoting the most effective use of learning resources and an appropriate variety of learning and teaching styles;
  - maximising the use of day-to-day assessments to ensure appropriately challenging work for pupils of differing abilities and the more able in particular;
- R3 continuing to develop self-evaluation strategies in order to clearly prioritise the most important whole school issues for further improvement and link monitoring and evaluation arrangements to these initiatives, so as to maximise their impact.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

#### Grade 1: good with outstanding features

55. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
56. Across the school pupils achieve commendable success in attaining agreed learning targets and goals in the core subjects of English, mathematics and science. This is an outstanding achievement and a great credit to the school.
57. Pupils with SEN make very good progress towards the goals set for them in IEPs. The school sets individual targets for all pupils in the core subjects and is implementing a system of self-assessment. These initiatives are beginning to raise pupils' awareness of strengths and weaknesses in their work.
58. Children under five begin school with a range of attainments. Taken overall, the results of baseline assessments are broadly in line with local averages. The children make good progress towards the Desirable Outcomes for Children's Learning and achieve well.
59. A particular feature in the early years is the very good progress in children's personal and social development. Younger children respond very well; they demonstrate increasing independence and develop a very good range of learning skills.
60. Older children continue to achieve well. However, their learning skills are not always fully developed through the tasks they undertake.
61. The under fives make good progress in the acquisition of basic and key skills in literacy and numeracy. There is less consistency in the development of ICT skills.
62. Across both key stages pupils achieve appropriate levels in basic and key skills. They acquire good knowledge and skills in speaking, listening, reading, writing, numeracy and ICT. When given the opportunity to build on these skills they achieve particularly well, such as in their writing in history in the older KS2 classes.
63. The level of bilingual competence is underdeveloped. On the one hand pupils have good oracy skills in English but their oral competence in Welsh is limited.
64. In KS1 the most recent NC assessments for 2004 confirm that performance is well above national figures in English (speaking and listening, reading and writing) and also in mathematics and science. In comparison with similar schools having between 5% and 8% entitled to free school meals, performance is also well above average. The proportion of pupils attaining the expected Level 2 in the three core subjects (91%) is well above average.

65. Around one in three pupils attained the higher Level 3 in English and mathematics and one in five in science.
66. In KS2 the NC test results for 2004 are well above national figures in English, mathematics and science. In comparison with similar schools, results are above average in English and well above average in mathematics and science. The proportion of pupils attaining the expected Level 4 in the three core subjects (91%) is also well above average.
67. Overall, performance in 2004 was strongest in mathematics and science. Approaching two thirds of pupils attained the higher Level 5 in mathematics, around seven eighths in science and just over one third in English.
68. The results of NC tests and assessments show a trend of improvement. The school successfully exceeded its 2004 end of key stage targets in both key stages and the targets set by the WAG. The analysis of results shows only a small difference in the performance of boys and girls. The school is successful in promoting higher standards through focusing on particular groups; this is evident in KS1 for instance, where some of the boys make very good progress in relation to a lower starting point than many girls.
69. Pupils make good progress in learning and in fulfilling their potential, irrespective of age, ability or background. They readily acquire new knowledge and demonstrate a sound understanding of what they are doing. They have a developing awareness of how they are progressing and what they need to do to improve.
70. Across the school good achievement and progress are most evident in lessons where pupils understand what they are learning and are guided well in building on their prior knowledge at an appropriate level. More able pupils in particular achieve less success where the learning experiences lack sufficient rigour to fully involve and motivate them.
71. Pupils have very positive attitudes to their work and this makes a significant contribution to their progress and standards. They show interest in lessons and a marked enthusiasm for school life. They work hard, concentrate well, make effective use of their time and collaborate well with each other in the context of the learning tasks they undertake.
72. On occasions pupils demonstrate effective problem solving, research and collaborative skills. They have well developed learning skills and a good capacity to work with initiative and appropriate independence, but opportunities to enable them to build on these qualities and skills are only seldom fully developed.
73. Pupils are very well behaved and the oldest develop into self-confident, mature young citizens. The foundations for good behaviour are laid effectively in the early years. These are impressive features.
74. Pupils have a clear understanding of what is expected of them and they are courteous and considerate. They relate very well to each other and to adults. Throughout the day they move sensibly around the school and demonstrate a

high degree of self-discipline within the constraints of an open plan environment.

75. Older pupils are sensitive to the needs of younger ones. The School Council, prefects and 'playground buddies' have a role in maintaining good relationships and ensuring that all pupils have a friend at playtimes and lunchtimes. They take their responsibilities seriously, showing great commitment to their roles.
76. The average rate of attendance for the three terms prior to the inspection was 93.9%. Absences are caused mainly by illness, but the overall rate is affected by family holidays in term time. The majority of pupils attend school regularly and are punctual at the start of the day.
77. Pupils with perfect attendance are rewarded at the end of the year; a significant number receive certificates.
78. Pupils' progress in their personal, social, moral and wider development is excellent. This is an outstanding feature of the school. Their understanding of equal opportunities develops very well and they have a growing appreciation of the diversity of beliefs and cultural traditions within society. Parents willingly share experiences, such as a christening, and demonstrate traditional dress and cookery.
79. Pupils develop a strong sense of belonging within the school and the local community. They are involved in projects, such as road safety and woodland conservation, and are encouraged to consider local issues, such as the site of a mobile phone mast. Visits to industry help to broaden their understanding of their community and the workplace.

## **The quality of education and training**

### **Key question 2: How effective are teaching, training and assessment?**

#### **Grade 2: good features and no important shortcomings**

80. The findings of the inspection match the judgement made by the school in its self-evaluation report.
81. In 24 lessons, or parts of lessons across the school, teaching was judged:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	58%	42%	0%	0%

82. Strong features of teaching include the consistent and skilful management of pupils and the very good relationships between pupils and teachers. Teaching successfully fosters a positive climate for learning, rewards achievement and positively encourages pupils to achieve well.

83. Taken overall, teachers have good subject knowledge and a sound understanding of best practice in most subjects. However, the use of first hand approaches, such as using a variety of texts and numeracy aids to enhance pupils' confidence in basic skills, lacks consistency across both key stages.
84. In the nursery clear planning, very good organisation, skilful use of resources, focused teaching and effective teamwork are particularly successful in developing children's learning through a stimulating variety of well structured learning activities. This very good practice is being extended throughout the early years unit.
85. Across the school teaching is well supported by progressive schemes of work. Lesson planning is very detailed and reflects the content and objectives of the units of work. In the most effective lessons pupils are given a good understanding of the learning through clear explanations and focused questioning. For example, in a mathematics session in Y2, teaching develops the learning objective clearly, poses open questions and skilfully challenges learners to solve problems. The imaginative use of resources to engage pupils' interest is a key feature of the most successful lessons.
86. In more than a third of lessons observed shortcomings included a lack of sufficient emphasis on explaining the new learning, providing prompts for the task and helping pupils to use appropriate resources to extend their learning.
87. Across the school, teachers use an appropriate range of teaching methods, although in some lessons teaching is over directed. This limits the response of pupils, their pace of learning and their level of engagement in tasks.
88. The needs of slower learners, including those with SEN are well met, particularly in the focused withdrawal groups provided by the SENCO.
89. Although day-to-day lesson planning is very detailed, the content often duplicates the scheme of work. There is often differentiation by content and task, but a feature of some lessons is insufficient match and challenge in the work. On occasions this results in a slow pace of work and the more able pupils, in particular, do not fully extend their learning.
90. The most effective planning identifies opportunities for assessment, the needs of individuals or groups in subsequent lessons and evaluations focus clearly on pupils' progress. Such good practice enables teachers to cater flexibly for learners' differing abilities and needs, as well as to monitor their progress in order to ensure appropriate progression in the next lesson.
91. All teachers positively promote equality of opportunity and actively address issues of gender. Mixed gender partners and groupings are well promoted in lessons and all pupils are encouraged to play a full part in the learning.
92. The strong emphasis on developing literacy skills ensures pupils' oracy skills in English are well promoted. However, there is less consistency in providing access to bilingual teaching, such as promoting the use of incidental Welsh in a wide range of learning contexts.

93. There are very good and effective systems in place to assess pupils' attainments and progress through the regular and systematic use of standardised tests in English and mathematics. This enables the school to track pupils' progress over time and, through careful analysis of the data, to target provision to boost the attainment of particular groups of pupils. This is a very well developed feature.
94. Teachers assess pupils' achievements fairly and accurately through marking, end of unit tests and the assessment of pieces of work using NC criteria. Well chosen and clearly annotated portfolios of assessed work accurately provide an overview of standards in the core subjects and most foundation subjects. These provide effective exemplars.
95. The school's policy and procedures for assessment meet statutory requirements. Very detailed records of pupils' achievements are maintained. These include baseline assessments, data from tests, a range of assessments across subjects and annual written reports.
96. Good procedures are being implemented to help ensure pupils understand the purpose of assessment and are involved appropriately in self-assessment and setting targets for their learning. Pupils increasingly participate in evaluating their own progress and identifying areas to improve. This is evident in their 'Proud to Present' files. However, discussion reveals they have yet to understand fully the purpose of assessment and their specific targets in relation to their work.
97. The school is making sound progress in working towards a common assessment framework. However, there are some inconsistencies in marking. On the one hand it is systematic, but features, such as dating an evaluation in order to show development and promoting dialogue with the pupil through constructive comments, are less well developed. In general, marking only seldom states ways forward or ensures pupils are routinely involved in appropriate self-assessments of their tasks.
98. The school keeps adults with a legitimate interest in pupils' progress and achievement very well informed. Annual written reports are of very good quality and meet statutory requirements. They identify strengths and areas for improvement, give a detailed description of each child's progress and show that teachers know their pupils very well indeed.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 2: good features and no important shortcomings</b>
---

99. The findings of the inspection team differ from the school's self-evaluation report, in that the school graded this key question Grade 1. The inspection finds the school is developing its curricular provision to promote pupils' learning skills more effectively but these aspects need time to impact consistently.



100. The school provides a wide range of curricular experiences that match pupils' learning needs well. The strong emphasis on promoting basic skills in literacy and numeracy enables learners to attain high standards at the end of both key stages.
101. The curriculum in the early years is good with some outstanding features in the nursery.
102. The provision for the youngest children is very well linked to the required areas of learning and is very effectively planned to meet children's needs. This ensures the children engage in a wide range of stimulating, challenging and relevant experiences, for example, when observing and investigating mini-beasts and making dough sculptures. They are positively encouraged to develop appropriate independence through making choices and decisions in activities such as role play in the launderette or pet shop, and when printing.
103. There is evident progression in the activities planned for the older children, including a good emphasis on developing basic skills. However, there is less focus on developing children's personal and learning skills in the context of a variety of integrated practical and structured first-hand activities.
104. The planned curriculum in both key stages is broad and generally well balanced. Schemes of work in subjects and areas of learning meet statutory requirements. The school is making good progress in developing further the progression, flexibility and coherence of its curricular provision.
105. Good overall provision is made in planning to develop learners' basic and key skills. Firm foundations are laid in the nursery and throughout the school opportunities to promote key skills in each subject are consistently identified in planning. However, the context for developing key skills is often over structured and limits opportunity for pupils to use, apply and extend fully, their already well developed skills in literacy, numeracy and ICT.
106. The arrangements to meet the learning needs of pupils with SEN are a strong feature of the school's provision.
107. Pupils' curricular experiences are very well enriched through an interesting, stimulating and appropriate range of visits out of school, and visitors to the school. A good number of pupils benefit from instrumental tuition and the school uses external examiners to recognise pupils' achievements in dance and music. The school choir and dance club go out into the community to entertain and a residential opportunity is made available to older pupils.
108. Boys and girls have equal access to a range of extra-curricular activities, mostly in music and sports. These clubs are well attended and a 'Mind Booster' club is offered to pupils in Y6. This encourages them to use their knowledge and skills to enhance their work in school and they are successful in national competitions, such as rocket building. All of these activities make a positive contribution to pupils' personal, social and cultural development.
109. A very strong feature is the emphasis given to pupils' personal development, including spiritual, moral, social and cultural aspects. This provision has

outstanding features. Pupils' understanding of right and wrong is very well developed; they are at ease with themselves and each other, and relate very well to their teachers and other adults. A distinctive feature of school life is the provision for guided reflection, such as the 'pause for thought' at designated times during the school day.

110. The school has very effective partnerships with the community, the parish, other educational establishments and industry. Three teachers have clear roles and responsibilities as the school's liaison, community and industry links co-ordinators. Appropriate policies are in place and two teachers have benefited from industrial placements. There are close links with the local newspaper and parish magazine: school activities are regular features in these publications.
111. Teaching and learning at the school benefit positively from teacher placements, visits and mini-enterprise schemes. Early years staff undertake visits to schools in the area to observe 'best' practice. The results of these visits are evident in their classes. Enhancements include a sensory garden and a 'light table' in the nursery. Teachers feel they have benefited from placements at the Millennium Centre and a technology company, and that the experience is having a positive effect on their teaching. However, these positive outcomes have yet to be effectively disseminated across the school.
112. The school's partnership with an initial teacher training university and close links with a further education college and local secondary schools are mutually beneficial. One teacher's professional development is enhanced through her role as a student mentor. The school provides good quality training for student teachers and for childcare and learning support assistants, as well as secondary school students.
113. The school is successful in developing pupils' awareness, understanding and appreciation of the culture of Wales and of other cultures, through, for example, visits, contact with visitors and curricular opportunities in the humanities and the creative arts. The Cwricwlwm Cymreig is well established.
114. The provision to promote pupils' bilingual skills lacks consistency. A new scheme of work for Welsh lessons is being implemented and there are some positive examples of teachers making good use of incidental Welsh across the school. Practice is most consistent in the nursery, Y1 and Y6, providing an exemplar to strengthen the provision and improve pupils' bilingual competence.
115. Educational visits and visitors from the community effectively raise pupils' awareness of the world of work, both past and present and further strengthen links with the community. For example, pupils' work with scientists during a 'science week' at a nearby chemical plant and with the Forestry Commission in Cwm Talwg woods. Volunteers from the community support pupils' work in classes, for example through the 'Better Reading Partnership' and by sharing their experiences during World War Two.

- 116. Pupils' awareness of sustainable development is suitably promoted through recycling and participation in woodland conservation programmes.
- 117. Pupils are introduced to business and entrepreneurial skills through running stalls at fundraising events organised by the PFA and arranging their own charity fundraising events.
- 118. The language and play course run for 'new' parents to the school is very well attended and beneficial. Reading partners willingly train new volunteers in the Better Reading techniques. These initiatives enable pupils to see adults as lifelong learners.

**Key question 4: How well are learners cared for, guided and supported?**

<b>Grade 1: good with outstanding features</b>
--

- 119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 120. Pupils are very well cared for, guided and supported. Observations of pupils during lessons and break-times reveal how effectively the school plans and manages its care arrangements. Consequently, the school is a very happy and caring community where pupils feel secure and valued. These well established systems are a major strength of the school's provision and particular aspects of this provision are outstanding.
- 121. The school works very closely with parents, carers and employers and takes appropriate account of their views about the school. Parents are very supportive of the school; they indicate they are very pleased with their children's progress and confirm they are satisfied that staff know pupils well. Parents are welcomed as helpers in classrooms and on visits and state they are very confident in approaching the school with concerns and know that problems will be dealt with promptly and sensitively. The school is very well supported by its very active PFA.
- 122. The school has very effective induction and support programmes. These arrangements include well established arrangements for the under fives and the transfer of pupils to the next class. There are also longstanding and effective transition links with Bishop of Llandaff, Barry Boys and Bryn Hafren comprehensive schools.
- 123. The school has a well planned programme for PSE. This contributes very effectively to the high quality personal support and guidance within the school. The involvement of health and other professionals sends clear messages to pupils by appropriately raising their awareness of healthy lifestyles and a range of issues relating to their personal well-being and development.
- 124. The school provides a range of responsibilities such as playground buddies, prefects and house captains, that enables pupils to exercise their personal and social skills and to play a pivotal role in maintaining good relationships. Circle time is used effectively to discuss any pertinent issues in class.

125. Staff effectively identify and monitor pupils' needs, behaviour and progress. There are effective policies and systems in place to monitor attendance and maintain and improve behaviour. The positive behaviour policy and separate anti-bullying policy, together with racial and equal opportunity policies and action plans, provide sound guidance. The school sets high standards of behaviour based on mutual respect. All adults in the school are very good role models and pupils know what is expected of them. Staff and pupils support effective behaviour management strategies very well. Appropriate procedures have been followed in the two instances of temporary exclusions.
126. Pupils know and understand the school and classroom rules they help to devise. They know the consequences of misbehaviour and respond well to the reward system.
127. The management of health and safety and pupils' welfare is very good. Adults in the school are well aware of pupils with particular needs and are knowledgeable about procedures in the event of accidents and emergencies. The school has well established and effective policies. There is a named health and safety link governor. Regular health and safety checks to ensure there are no hazards and that the building and surrounding areas are safe are carried out. Risk assessments in relation to out of school activities are also systematic.
128. Although the school raises pupils' awareness of healthy development and exercise it has yet to raise the profile of healthy eating, for example, through the provision of a fruit tuck shop and ensuring easy access to drinking water throughout the school day.
129. There is an effective policy and well established procedures for child protection. The head is the designated person; teachers and support staff are well aware of their responsibilities and there is a named link governor.
130. Taken overall, the arrangements for learning for pupils with SEN are a significant feature. The impact of this provision is very good. A highly experienced SENCO efficiently co-ordinates and monitors all aspects of the SEN provision.
131. Thirty-one pupils (around 13%) are identified on the SEN register. Twenty-one are supported at the school action stage and ten at school action plus. One pupil has a statement; this requires no curricular modification or disapplication.
132. The procedures to identify individual learning needs and to address them by early intervention are effective. When pupils display difficulties, the class teacher refers them to the SENCO. Following discussions with parents, an IEP is formulated and the pupil is placed on the SEN register. Recording of pupil progress is carefully monitored and tracked throughout the school and assessment is secure.
133. The learning experiences provided for pupils with SEN generally meet their needs well. Effective, positive praise and support are key features of this

provision. Work is carefully differentiated and areas for further development clearly identified. In-class provision, however, tends to consist of withdrawal procedures rather than in-class support in many instances.

134. Pupils with SEN co-operate and mix very well with their peers and have very good relationships with staff. Every effort is undertaken by the school to ensure that they have equal access and opportunity to take part in all aspects of the life of the school.
135. Parents are encouraged to be involved in every aspect of their child's education. The school actively promotes the important role and co-operation of parents in their child's progress and includes them when setting targets in IEPs.
136. The school provides very good support for the very small number of pupils whose behaviour may impede their progress and that of others.
137. The quality of provision for equal opportunities is very good. The school systematically monitors gender issues through the analysis of pupils' performance in tests. The school's equal opportunities policy follows LEA guidelines; there is reference to it in subject policies and staff implement it well. All pupils at the school are treated fairly and are very appropriately guided, regardless of their social, educational, ethnic or linguistic background. The school promotes good race relationships across all areas of activity.
138. There are very effective measures in place to eliminate oppressive behaviour, such as racial discrimination, bullying and other forms of harassment. The School Watch committee is developing how pupils can be supported by their peers in the playground in a variety of situations and how differences can be resolved, often without a need for adult intervention. This is a very positive feature.
139. The school takes effective steps to avoid placing pupils, including any with disabilities, at substantial disadvantage and ensures everyone is treated equally and is fully integrated into the life and work of the class and school. Pupils are positively encouraged by staff to recognise and respect diversity. They learn about other faiths and share experiences with others.

## **Leadership and management**

**Key question 5: How effective are leadership and strategic management?**

**Grade 2: good features and no important shortcomings**

140. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

141. The head is enthusiastically and diligently supported by the deputy in providing clear direction for the school's work through positive values and clear educational aims and objectives.
142. The aims and values of the school are specifically set out in its mission statement and aims. The school's Christian foundation is clearly reflected in its calm, welcoming and supportive family ethos. This distinctive ambience permeates all aspects of the school's work and is most evident in the sense of purpose, enjoyment and the high quality of relationships throughout school life.
143. Planning for improvement takes appropriate account of national and local priorities. The school is particularly successful in setting, meeting and often exceeding its end of key stage targets for pupils' attainment. This is a key achievement in strategic management, systematically built up over several years.
144. The SIP is an annual document and appropriately identifies a wide range of priorities for development. However, the issues identified are insufficiently prioritised to enable the school to maximise the impact of initiatives on learning and teaching.
145. A very promising strategy to involve subject co-ordinators more effectively in planning for school improvement has recently been implemented by the head. The formation of 'smart' working groups of teachers offers very good opportunities for their professional development and to improve the quality of provision through well considered action planning.
146. The head positively promotes opportunities for teachers' professional development. The arrangements to review, monitor and improve the performance of staff are appropriate.
147. The GB complies with statutory requirements and discharges its duties and responsibilities very well. It is very well led and is fully and appropriately involved in helping to set the school's strategic direction. Governors carefully consider the annual SIP and are effectively involved in planning, monitoring and reviewing expenditure. The work of committees makes a significant contribution to governing the school.
148. Individual governors become well informed about areas of the school's work through their link roles. The GB is well informed by the head and the information provided in termly reports assists governors well in monitoring the school's performance.

**Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 2: good features and no important shortcomings</b>
---

149. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

150. The data from standardised tests in the core subjects is systematically collated and analysed. The procedures effectively ensure senior staff and class teachers are well informed about strengths and weaknesses in pupils' performance. The analysis of data enables the school to target provision to boost the achievement of particular groups and provides the opportunity to identify strategies to enhance learning, such as in English in KS2, where standards are not as high as in mathematics and science.
151. The school acknowledges that it is developing its self-evaluation arrangements. Individual subject co-ordinators have a good understanding of priorities and needs in their areas and are developing clearly focused action plans.
152. The arrangements to draw together first hand evidence from monitoring and evaluation strategies are at an early stage. The current self-evaluation report is very detailed and wide-ranging, but lacks a clear enough focus on the criteria for evaluation.
153. The school makes appropriate arrangements to seek out and take account of the views of pupils, parents, staff and other interested parties. These include a questionnaire for parents and the re-establishment of a School Watch committee of pupils.
154. The arrangements now in place provide a good basis to make sure everyone involved in self-evaluation fully understands the process and its purpose. In particular the recently implemented collegiate managerial arrangements are having a positive impact.
155. The school has achieved much success in continuing to raise standards in the core subjects over time. However, it is less focused in selecting the key priorities and actions needed to bring about whole-school improvements. Furthermore, the arrangements for monitoring and evaluation are not yet clearly enough linked to specific priorities, in order to maximise the impact of improvement strategies.
156. The planning of expenditure in line with the school's needs is very well managed. The most recent auditor's report confirms a high quality of financial management and controls. There were no recommendations for improvement.
157. The school can clearly demonstrate the positive impact of its provision and its planning to maintain and improve further the already high standards in the core subjects since the previous inspection. Furthermore, initiatives to improve learning and teaching in the nursery and to enhance teachers' expertise in the use of recently introduced ICT resources are having a positive impact.

**Key question 7: How efficient are leaders and managers in using resources?**

<b>Grade 2: good features and no important shortcomings</b>
---

158. The findings of inspection differ from the school's self-evaluation report in that the school graded this key question Grade 1. The inspection team agrees there is good provision of resources, but in some instances these are not always used fully and effectively.
159. The school is well staffed and employs a sufficient number of qualified specialist and experienced teachers and support staff. The teamwork of the staff is an impressive feature.
160. In the main, teachers and support staff are deployed appropriately and effective use is made of their expertise. However, the overall deployment of staff in relation to the large year groups of 30 or more pupils in Y1, Y2, Y4 and Y6 is not always efficient and reduces the impact of the available staff.
161. The contribution of support staff to learning and teaching is particularly effective in the nursery where the teamwork is a distinctive feature. In other classes the impact of support staff on pupils' learning is variable.
162. The arrangements for staff appraisal, continuing professional development and performance management are well established. For example, staff benefit from recent training in the use of ICT and this is beginning to have a positive impact on learning and teaching.
163. Teachers undertake appropriate duties as curriculum co-ordinators, making an important contribution to the development of their subject(s). The role of co-ordinators in monitoring and evaluating teaching, learning and standards of work is developing well. Teachers are enthusiastic about developing their enhanced role and building on professional training opportunities.
164. The office staff provides efficient and effective administrative support. The caretaker, cleaners, lunchtime supervisors and other staff all contribute excellently to the very strong sense of community and family in the school.
165. The school is well resourced to match the demands and needs of the planned learning experiences. Where resources are effectively used pupils' learning is greatly enhanced, such as in Welsh lessons in Y1 and Y6 and in the use of ICT in Y4 and Y5. However, the good quality resources available to enhance the learning, in mathematics for example, are not always accessed by pupils or sufficiently used by teachers.
166. The very good quality displays of pupils' work positively enhance the learning environment. The school is very well maintained and kept exceptionally clean, both internally and externally. The building includes good provision for the early years, a music room and a well-appointed multi-purpose hall; the outdoor environment offers much potential. Pupils have access to sufficient playground areas but there are no marked games or designated areas, such as a quiet zone with benches, for pupils to use during break times.



167. The accommodation is of open plan design and provides a suitable setting for teaching and learning. In general the available space is used very well, but the size and number of teaching spaces in both key stages is too small for the number of pupils. This is most evident in KS1 where large classes, compact teaching areas and limited storage space impose constraints on learning and teaching. There are similar constraints in KS2.
168. The provision of two interactive whiteboards and 15 lap top computers in a 'computer bus' is proving effective. In KS2, for example, pupils gain valuable experience of working collaboratively with ICT. However, the integrated use of computers within lessons is not yet a consistent feature across the school.
169. The provision and organisation of key resources, such as reading scheme and library books are effective. Taken overall, resources are well matched to the school's needs and priorities. Co-ordinators audit provision in their subjects and the planning of expenditure is carefully monitored to ensure value for money.

## **School's response to the inspection**

The inspection report recognises that All Saints Church-in-Wales School is a very successful school that, through clear direction, educational aims and objectives, continues to maintain and build on its many strengths. We are very pleased that the inspectors felt that the school's strong ethos for learning, together with its distinctive calm, welcoming and supportive ambience, promotes very good relationships and very positive attitudes to learning. These outstanding features are also found to strongly reflect the school's Christian foundation and are noted as playing a significant part in promoting high standards in pupils' personal and academic development.

The sustained trend of improvement in our school's NC end of key stage results is identified as a strong feature. Pupils' success in attaining agreed learning targets and goals in English, mathematics and science is particularly commended as an outstanding achievement and a credit to the school. Teaching is acknowledged as successful in fostering a positive climate for learning and promoting achievement. The consistent and skilful management of the pupils is identified as a strong feature. We are particularly proud of our children and are therefore very pleased that the inspectors were impressed with them being very well behaved and hard working. Inspectors also noted pupils' good capacity to work with initiative and appropriate independence.

An action plan will be put into place to address the recommendations of the report. We wish to maintain and improve further our existing high standards and we will strive to improve aspects judged as good in the report, in order to make them very good. This will be undertaken through the school's monitoring and self-evaluation processes and linked to our SIP in the coming years.

## Appendix A

### Basic information about the school

Name of School	All Saints Church in Wales Primary
School type	Voluntary Aided
Age-range of pupils	3 – 11 years
Address of school	Plas Cleddau Cwm Talwg Barry Vale of Glamorgan
Post-Code	CF62 7FE
Telephone Number	01446 745726

Head teacher	Mr. Richard Ware
Date of appointment	1st January 1992
Chair of Governors/ Appropriate Authority	Rev. Canon John G. D. Oeppen
Registered Inspector	Mr. Michael T. Ridout
Dates of inspection	25 <sup>th</sup> - 27 <sup>th</sup> April 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	23	26	30	31	28	30	23	33	224

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	3	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.15:1
Pupil: adult (fte) ratio in nursery classes	11.5:1
Pupil: adult (fte) ratio in special classes	N/a
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.17:1

Percentage attendance for three complete terms prior to inspection					
Term	Nursery (N)	YR	KS1	KS2	Overall (except N)
Summer 2004	89.0	92.3	94.9	92.6	93.2
Autumn 2004	92.6	95.4	94.0	94.6	94.6
Spring 2005	91.9	94.3	91.9	95.4	93.8

Percentage of pupils entitled to free school meals	8
Number of pupils excluded during 12 months prior to inspection	2

## Appendix C

### Results of National Curriculum Assessments and Public Examinations

#### NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KS1: 2004

National Curriculum Assessment KS1 Results:					Number of pupils in Y2: 28			
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0.0	0.0	0.0	70.0	30.0	0.0
		National	0.3	3.5	13.3	63.0	19.9	0.0
EN: Reading	Teacher Assessment	School	0.0	0.0	0.0	41.0	59.0	0.0
		National	0.3	3.8	14.0	55.3	26.5	0.1
EN: Writing	Teacher Assessment	School	0.0	0.0	0.0	74.0	26.0	0.0
		National	0.3	5.1	14.4	68.8	11.3	0.0
EN: Speaking & listening	Teacher Assessment	School	0.0	0.0	0.0	74.0	26.0	0.0
		National	0.3	2.5	11.2	62.9	23.0	0.0
MATHEMATICS	Teacher Assessment	School	0.0	0.0	0.0	67.0	33.0	0.0
		National	0.3	2.2	10.5	62.5	24.4	0.0
SCIENCE	Teacher Assessment	School	0.0	0.0	0.0	78.0	22.0	0.0
		National	0.3	1.6	9.5	65.2	23.4	0.0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	100%	In Wales:	80%

D Pupils who have been disapplied from the statutory arrangements  
 A Pupils who have failed to register a level because of absence  
 W Pupils who are working towards level 1

**NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KS2: 2004**

National Curriculum Assessment KS2 Results:								Number of pupils in Y6: 32				
Percentage of pupils at each level												
			D	A	N	B	W	1	2	3	4	5
English	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	6.0	9.0	50.0	34.0
		National	0.5	0.1	0.3	0.0	0.4	0.7	5.0	16.4	46.1	30.4
	Test/Task	School	0.0	0.0	0.0	0.0	0.0	0.0	6.0	3.0	56.0	35.0
		National	0.4	1.1	0.6	1.3	0.0	0.0	2.3	10.0	40.6	43.6
Mathematics	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.0	31.0	59.0
		National	0.3	0.1	0.3	0.0	0.3	0.4	2.6	16.0	48.1	31.8
	Test/Task	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	34.0	63.0
		National	0.4	1.3	0.5	0.4	0.0	0.0	2.9	14.9	44.6	35.1
Science	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	28.0	72.0
		National	0.3	0.1	0.3	0.0	0.2	0.2	1.2	9.6	50.5	37.6
	Test/Task	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.0	84.0
		National	0.3	1.1	0.0	0.3	0.0	0.0	0.6	6.9	50.7	39.9

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	78%	In the school:	91%
In Wales:	71%	In Wales:	71%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
B Pupils not entered for the tests because they are working outside the set levels of the tests.  
W Pupils who are working towards level 1

## Appendix D

### Evidence base of the inspection

- The inspection team consisted of three inspectors who worked for six inspector days (over three days) gathering first-hand evidence. In total, 24 lessons or parts of lessons were observed and teaching graded. Inspectors evaluated the pupils' work.
- The deputy head teacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during initial inspection visits and during the inspection.
- All the available work and records of a representative sample of pupils from selected year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 14 parents before the inspection and considered 62 parents' responses to a questionnaire.
- At the end of the inspection, the main findings of the inspection were discussed with the staff. A short time after the inspection, meetings were held with the staff and the governors to report the findings of the inspection.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. M. T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Key question 5: How effective are leadership and strategic management? Key question 6: How well do leaders and managers evaluate and improve quality and standards?
Mrs. K. Sobol - Phelps Team inspector	Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key question 4: How well are learners cared for, guided and supported? Key question 7: How efficient are leaders and managers in using resources? Aspects of Key question 2.
Mrs. C. Lewis Lay inspector	Aspects of Key questions: 1, 3, and 4.

### Acknowledgement:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

Contractor  
Celtic Inspection Services Unit  
UWIC  
Cyncoed Road  
Cardiff  
CF23 6XD

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**All Saints Church-in-Wales Primary School  
Plas Cleddau  
Cwm Talwg  
Barry  
Vale of Glamorgan  
CF62 7FE**

**A SUMMARY REPORT FOR PARENTS**

**Date of Inspection: 25<sup>th</sup> – 27<sup>th</sup> April 2005**

**by**

**Mr Michael T. Ridout  
W180/78730**

**Date : 30th June 2005**

© Crown Copyright 2005

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.



All Saints Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of All Saints Primary School took place between 25<sup>th</sup> and 27<sup>th</sup> April 2005. An independent team of inspectors, led by Mr. Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

**LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER:**

GB	-	Governing Body
ICT	-	Information and Communications Technology
KS1	-	Key stage 1
KS2	-	Key stage 2
LSA	-	Learning Support Assistant
NC	-	National Curriculum
PSE	-	Personal and Social Education
SEN	-	Special Educational Needs
SIP	-	School Improvement Plan
WAG	-	Welsh Assembly Government

## **Context**

### **The nature of the provider**

1. All Saints Church-in-Wales School is a Voluntary Aided primary school for boys and girls aged from three to eleven years. The school is organised in nine classes, including a nursery and a reception class for the under fives. There are 224 fte pupils on roll. The average class size is 25. The school employs nine full-time and three part-time teachers, and seven LSAs.
2. The school is situated on the western edge of the town of Barry in the Vale of Glamorgan. It serves the Cwm Talwg housing estate and the surrounding residential area. The school attracts a substantial number of pupils from beyond the immediate locality.
3. The school confirms the majority of families have advantaged circumstances and a minority are relatively disadvantaged. Eight per cent of pupils are entitled to free school meals; this is well below national and local averages. There are few pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the predominant tongue and the school teaches Welsh as a second language.
4. The school receives pupils from the full range of abilities. A range of assessment data confirm this and the results of baseline assessments are broadly in line with local averages. Around 13% of pupils have SEN; this is a lower proportion than that found in many schools. One pupil has a statement of SEN. The school was previously inspected in March 1999.
5. The school achieved the Basic Skills Quality Mark in 2003.

### **The school's priorities and targets**

6. A mission statement and series of aims, reflecting the school's Christian foundation, guides its work. Appropriate targets are set for end of key stage attainment. The priorities identified in the SIP 2004 – 2005 are:
  - to monitor standards in English and mathematics;
  - to raise standards in ICT;
  - to introduce the 'Language and play programme' in the early years;
  - to raise standards in 'thinking skills' in Y1 and improve standards of literacy in lower KS2;
  - to review policies for teaching and learning and SEN, enhance provision further in PSE, implement new schemes of work in Welsh second language and religious education, review provision within the science scheme of work for early years and compile subject portfolios in religious education, physical education and music;
  - continue the process of performance management, promote opportunities for staff development, increase the number of LSAs, plan for the development of an ICT suite, develop the school grounds and strengthen school, home, community and parish liaison.

## Summary

7. This is a very successful school in maintaining and building on its many strengths. It has a strong ethos for learning that promotes very good relationships and very positive attitudes to learning. These outstanding features strongly reflect the school's Christian foundation and play a significant part in promoting high standards in pupils' personal and academic development.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 1
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

### Standards

8. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
9. The under-fives make good overall progress in the acquisition of basic and key skills.
10. By the end of both key stages pupils achieve commendable success in attaining agreed learning targets and goals in the core subjects of English, mathematics and science. The school exceeded its targets and those determined by the WAG in 2004. This is an outstanding achievement and a great credit to the school.
11. In KS1, the most recent NC assessments for 2004 confirm that performance is well above national figures in English, mathematics and science. In comparison with similar schools having between 5% and 8% free school meals, performance is also well above average.
12. In KS2, the NC test results for 2004 are well above national figures in English, mathematics and science. In comparison with similar schools,

results are above average in English and well above average in mathematics and science.

13. The results of NC tests and assessments show a sustained trend of improvement. The school successfully exceeded its 2004 end of key stage targets in both key stages.
14. Across the school pupils achieve appropriate levels in basic and key skills. When given the opportunity to build on these skills across the curriculum, older ones achieve particularly well.
15. The overall level of bilingual competence is underdeveloped. On the one hand pupils have good oracy skills in English but their competence in Welsh is less well developed.
16. Slow learners, including those with SEN, make good and sometimes very good progress in relation to their age and ability.
17. Taken overall, pupils make good progress in their learning and in fulfilling their potential, irrespective of their age, ability or background. On occasions they achieve less success where the learning experiences lack sufficient rigour to fully involve and motivate them.
18. Pupils have very positive attitudes to learning and work hard in the context of the learning tasks they undertake. They have well developed learning skills and a good capacity to work with initiative and appropriate independence.
19. Pupils are very well behaved and the oldest develop into self-confident, mature young citizens. These are impressive features.
20. Overall, levels of attendance and punctuality are good.
21. Pupils' progress in their personal, social, moral and wider development is excellent. This is an outstanding feature of the school.
22. Pupils develop a very strong sense of belonging within the school and the local community.

### **The quality of education and training**

23. In 24 lessons, or parts of lessons across the school, teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	58%	42%	0%	0%

24. Teaching successfully fosters a positive climate for learning and promotes achievement well. Strong features include the consistent and skilful management of pupils and the very good relationships between pupils and teachers.

25. In the nursery focused teaching and effective teamwork are particularly effective in developing children's learning through a stimulating variety of very well structured learning activities.
26. The imaginative use of resources to engage pupils' interest is a key feature of the most successful lessons across the school.
27. Overall, teachers use an appropriate range of methods, although in some lessons teaching is over directed. This tends to slow the pace of work and limit opportunities for pupils to use their initiative and a range of study skills in different contexts.
28. Lesson planning is very detailed. It is most effective where day-to-day assessments identify needs and guide provision in subsequent lessons. However, in some lessons insufficient match and challenge in the work results in more able pupils not fully extending their learning.
29. There are very good and effective systems in place to assess pupils' attainments and progress. Very detailed records of pupils' achievements are maintained. This is a very well developed feature.
30. Teachers assess pupils' achievements fairly and accurately, although there are inconsistencies in marking and the use of assessments. However, good procedures are being implemented to help ensure pupils understand the purpose of assessment and to involve them more fully in setting targets for their learning.
31. The annual written reports about children's progress are of very good quality.
32. The school provides a wide range of curricular experiences that meet pupils' needs well. It is making good progress in developing further the progression, flexibility and coherence of its provision.
33. There is detailed planning to develop learners' basic and key skills. However, the context for developing key skills is often over structured and limits opportunity for pupils to use, apply and extend their skills in literacy, numeracy and ICT to the full.
34. The curriculum in the early years is good with some outstanding features. It is very well implemented with the younger children. There is evident progression in the activities planned for the older children, but there is less emphasis on developing learning skills fully.
35. Pupils' curricular experiences are very well enriched through a good range of visits out of school and visitors to the school, and many benefit from instrumental tuition. Boys and girls also have equal access to a range of extra-curricular activities. This has a very positive impact on the standards they achieve.
36. A very strong and distinctive feature of provision is the emphasis given to pupils' personal development, including the spiritual, moral, social and cultural aspects. This provision has outstanding features.

37. The Cwricwlwm Cymreig is well established, although the provision to promote pupils' bilingual skills lacks consistency.
38. The school has very effective partnerships with the community, the parish, other educational establishments and industry. These are distinctive features.
39. Pupils are very well cared for, guided and supported. The well established systems to ensure pupils' safety and welfare are a major strength of the school's provision and aspects of this provision are outstanding.
40. The programme for PSE is well planned and effectively implemented.
41. Taken overall, the arrangements for learning for pupils with SEN are a significant feature. The impact of this provision is very good.

### **Leadership and management**

42. The head and deputy, with the effective support of the governors, are successful in providing clear direction for the school's work through positive values and clear educational aims and objectives.
43. The school's Christian foundation is very clearly reflected in its calm, welcoming and supportive family ethos. This distinctive ambience is impressive and permeates all aspects of the school's work.
44. The analysis of performance data enables the school to target provision to boost the achievement of particular groups of pupils. This is an effective feature.
45. The school is particularly successful in setting, meeting and often exceeding its targets for pupils' attainment. This is a key achievement in strategic management, systematically built up over several years.
46. The SIP identifies a very wide range of priorities. However, the leadership has yet to sufficiently prioritise the key issues and actions needed to maximise the impact of the most important initiatives on learning and teaching.
47. The GB discharges its statutory duties and responsibilities very well.
48. The school successfully maintains its focus on raising standards further in the core subjects and is developing its self-evaluation procedures. The implementation of a collegiate approach in planning the way forward for the school is increasingly effective.
49. The arrangements for monitoring and evaluation are not yet clearly enough linked to key priorities, in order to maximise the impact and assure the consistency of improvement strategies.
50. The planning of expenditure in line with the school's needs is very well managed.



51. The school is very well staffed. Teachers are enthusiastic about developing their role as subject co-ordinators and building on professional training opportunities.
52. The school is well resourced to match the demands and needs of the curriculum. However, the good quality resources available to enhance learning are not always accessed by pupils or sufficiently used by teachers.
53. The accommodation provides a suitable setting for teaching and learning, but overall, there is insufficient teaching space for the number of pupils; where there are large classes, this imposes constraints on learning and teaching. Some good opportunities to deploy staff more flexibly to cater for the larger classes have not been developed.
54. The school has achieved a good measure of improvement since the last inspection and there is sustained improvement in standards. This, together with the high standards of pupils' personal development, is a commendable achievement and a cause for celebration.

## Recommendations

In order to maintain and improve further the already high standards attained it is recommended the school and GB should review and refine the SIP, placing particular emphasis on:

- R1 ensuring pupils build on their learning skills fully, including their good capacity to work with initiative and appropriate independence;
- R2 refining lesson planning and assessment procedures to ensure they are both manageable and effective in:
  - promoting the most effective use of learning resources and an appropriate variety of learning and teaching styles;
  - maximising the use of day-to-day assessments to ensure appropriately challenging work for pupils of differing abilities and the more able in particular;
- R3 continuing to develop self-evaluation strategies in order to clearly prioritise the most important whole school issues for further improvement and link monitoring and evaluation arrangements to these initiatives, so as to maximise their impact.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

### Acknowledgement:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.