

**A report on**

**All Saints Church in Wales Primary School  
Ael-y-Bryn  
Llanedeyrn  
Cardiff  
CF23 9LF**

**Date of inspection: 10 - 12 May 2011**

**by**

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Reporting inspector, under contract to Estyn**

**for**

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

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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

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## Context

All Saints Church in Wales Voluntary Aided Primary School was built in 1975 and is situated on the edge of a housing estate in the suburb of Llanedeyrn to the north-east of Cardiff. The school caters for 165 pupils between the ages of four and eleven, who are taught in seven single age classes; there are no pupils of nursery age. The number on roll has risen steadily over the last three years, following a decline after the last inspection.

Most pupils live in the surrounding locality. Around 13% are entitled to receive free school meals, which is below the national and local authority (LA) averages. The intake represents the full ability range. Approximately 17% are identified as requiring additional learning needs (ALN) support, which is also below the national average; none has a statement. About 14% come from an ethnic minority background, none of whom receives support in English as an additional language. No pupils come from homes where Welsh is their first language. One is looked after by the LA.

The school was last inspected in June 2005. Although the present headteacher and deputy were in post at this time, there has been a considerable turnover of staff during the last six years. Currently, the headteacher is employed for four days a week and the deputy acts as headteacher for the other day.

The 2010-2011 individual school budget per pupil for All Saints Church in Wales Primary School is £3298 which compares with a maximum of £14067 and a minimum of £2787 for primary schools in Cardiff. The school has the 59th highest budget per pupil out of the 102 primary schools in Cardiff.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The current performance of the school is good because:

- overall, standards and progress are good, especially in key stage 1. For the three years prior to 2010 the school was placed in the highest 25% or 50% of similar schools for all subjects in both key stages;
- pupils' behaviour and the school's provision for their wellbeing are excellent;
- teaching is consistently good with excellent features and pupils' learning experiences are of a high quality;
- the school is extremely well managed; and
- the pastoral care provided for teachers represents sector-leading practice.

### Prospects for improvement

Prospects for improvement are excellent because:

- the senior leadership team has a clear and purposeful vision and provides strong direction to the work of the school;
- there is excellent team work amongst all staff; and
- the school has excellent procedures for self-evaluation.

## Recommendations

In order to build further on its current success, the school needs to:

- R1 continue to develop Foundation Phase practice in Year 1 and, from September 2011, in Year 2;
- R2 increase the use of incidental Welsh within lessons and in daily routines; and
- R3 address the issues related to morning registration.

### What happens next?

*All Saints Primary School will create an action plan which shows how it will address the recommendations. Estyn will invite the school to prepare a written case study describing the excellent practice identified during the inspection.*

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

The school's results in key stage 1 over the last four years, including 2010, at level 2 or above and at the higher level 3 have consistently been above the family, LA and Wales averages in all three core subjects. This placed the school in the highest 25% or 50% of similar schools, except in science in 2010, which was in the lower 50%.

In key stage 2 there was a marked dip in performance in 2010, when averages in all three core subjects at level 4 or above were below the family, LA and Wales figures, although in English at level 5 the percentage was higher. This placed the school in the lowest 25% of similar schools, having been consistently in the highest 25% or 50% for the three previous years in each core subject.

The Year 6 cohort in 2010 was affected by an influx of additional pupils during key stage 2, a minority of whom were relatively mobile and which increased the number in the year group on the ALN register to 44%. However, attainment was close to expectations and pupils who had been in the school for the whole of key stage 2 attained better than predicted.

There is clear evidence that most pupils, whatever their ability or background, make good value added progress through the school and unverified data for 2011 suggests a return to the level of previous years' results for all three core subjects. There is no discernible trend in performance in either key stage related to gender.

Although in key stage 2 assessment results show a downward trend in oracy, reading and writing over the last two years, inspection evidence indicates that across the school nearly all pupils listen extremely well, have well developed speaking skills and read confidently and accurately. Writing is more variable, but most pupils produce a good quality and quantity for different purposes commensurate with their age and ability, especially by Year 6. Work is consistently well presented and well organised.

Progress in numeracy is at least good and many pupils attain excellent results by the end of each key stage. The use of information and communications technology (ICT) is good and at times excellent. Most pupils have well developed thinking and problem-solving skills and make particularly good progress in their creative abilities.

Standards and progress in Welsh are good overall with some excellent features, particularly in writing in older classes. Pupils' awareness of their Welsh heritage is also good, although their use of incidental Welsh across the curriculum and in school routines is less well developed.

**Wellbeing: Good**

Nearly all pupils say they feel safe, happy and secure in school. They recognise the importance of keeping fit and healthy and know that they need to eat sensibly and to take regular exercise.

All pupils enjoy school and have a very positive attitude to learning. They are motivated and engaged in lessons and participate with interest and enthusiasm. An excellent feature is that they co-operate and interact effectively, supporting each other in their learning.

Pupils of all ages take increasing responsibility for their own actions and are actively involved in setting and monitoring their own targets. This contributes to mature emotional skills and positive self-esteem.

Behaviour is consistently excellent and all pupils show courtesy and respect to each other, staff and visitors.

Overall, attendance is currently in line with the LA average, but is a little below the national percentage and that of similar schools; it has declined since the last inspection, due particularly to a few persistent absentees. The taking of holidays during term time is also having an increasingly detrimental effect. Most pupils arrive promptly in the mornings, but a very few are regularly late and this causes some disruption to learning.

Pupils are involved in a range of community events and fundraising activities. The school council and eco committee are well established and effective in making decisions and representing the views of the rest of the school. Members take their responsibilities very seriously and are proactive in developing a number of projects. The school is also beginning to involve pupils in making choices about how and what they learn.

<b>Key Question 2: How good is provision?</b>	<b>Excellent</b>
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**Learning experiences: Excellent**

The school provides a wide range of high quality learning experiences that enrich pupils' education. The curriculum is broad, balanced and relevant and meets pupils' needs successfully.

The planning process is excellent and consistently implemented across the school; procedures are structured to ensure that progress and continuity are robust and developmental. Due priority is given to differentiation, learning objectives and assessment outcomes, as well as to making learning experiences challenging.

Provision to promote skills in literacy, numeracy and ICT is carefully structured and planning to apply these skills across the curriculum is well developed. Underachievement and disadvantage are addressed through an effective reading project and setting arrangements in Year 5 and Year 6 in English and mathematics. The emphasis on creative aspects and problem-solving skills is an excellent feature.

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Provision for Welsh language development and the Welsh dimension is effective throughout the school. The school promotes a prominent Welsh ethos, so that most pupils develop a positive attitude to the language and culture, although initiatives to encourage them to speak Welsh more in daily routines are relatively underdeveloped.

The school provides a wide range of clubs and extra-curricular activities that enrich pupils' education. There are strong links with the local area and pupils benefit from visits and visitors and have exhibited their creative work as an example of excellent practice.

There is good provision to allow pupils to learn about sustainability across the curriculum. The eco council is very successful in supporting this and its members show a good understanding of relevant issues. The school is effective in instilling a compassionate understanding of the wider world.

### **Teaching: Good**

Across the school teaching is consistently good with some excellent features. Teachers have high expectations and good background knowledge and use an effective range of learning and teaching strategies that promote pupil choice and independence.

All lessons are very well prepared and effectively organised with clear learning objectives, good quality resources and direct links to assessment and key skills. Very close attention is given in all classes to matching work to pupils' ages and ability levels, including the more and less able. These are excellent features.

Teachers develop excellent relationships with pupils and establish a very positive learning environment, using praise and effective questioning techniques to stimulate pupils' learning and to motivate them to succeed. Progress in lessons is well monitored and learning and effort are positively rewarded.

Lessons are conducted at a good, and at times a very good, pace. Class management strategies are well developed and routines are firmly established. Positive behaviour techniques are used, so that a calm and productive working atmosphere prevails in all classes.

Teachers, in particular, use the interactive whiteboard very effectively, although opportunities to use computers in the classroom are not always fully exploited.

In the Foundation Phase many enriching and stimulating experiences are prepared for pupils, although outdoor learning is at times limited and practice is less fully developed among the older infant age groups.

Assessment is a strength of the school. A wide range of data is used and acted on to identify individual needs, to track pupil progress and to set targets. The system developed by the school is extremely comprehensive and is consistently implemented with a number of excellent features. Statutory requirements are fully met.

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Class targets are set and both younger and older pupils are involved in devising their own targets. Assessment for learning strategies are used regularly and self and peer assessment procedures are becoming well established.

Marking is an excellent feature. Teachers mark all work regularly and very conscientiously, usually alongside pupils, and provide evaluative comments, which highlight strengths and weaknesses and show the way forward. Older pupils respond to the comments and at times outline what action they will take.

Reports to parents are detailed and carefully personalised, covering all statutory requirements. Suggestions are made about how pupils can improve and parents are encouraged to respond. Consultation evenings are held three times a year.

**Care, support and guidance: Excellent**

The school ensures that there is a happy, caring and inclusive environment in which pupils feel safe and secure and in which effective teaching and learning can occur. The Christian ethos of mutual respect is clearly evident, so that pupils are confident to approach staff for guidance. All members of the school and local community make an excellent contribution to this very positive ambience.

There is excellent provision for health and wellbeing across the school; pupils are encouraged to be healthy, both physically and emotionally. There are regular events and initiatives in relation to healthy eating and keeping fit. The school has been awarded the third Healthy Schools Award.

Provision for spiritual, moral and social development is excellent. Collective worship fully meets statutory requirements and pupils are clear about values such as honesty, fairness and respect. Provision for cultural development is good.

Arrangements for pupils with ALN are excellent and impact positively on learner outcomes. There are good procedures for identifying, supporting and monitoring. Individual education plans are child-friendly, appropriate and evaluated on a termly basis and parents/carers are invited to discuss and sign them. All statutory requirements are met.

Through a multi-agency approach the school provides coherent and effective systems to help pupils and parents who require specialist and personal support, including those who require bereavement counselling. This is an excellent feature of the school.

The school has an appropriate policy and has procedures for safeguarding and is rigorous in attending to health and safety matters. All necessary statutory arrangements are in place.

Attendance and punctuality are appropriately monitored, but, while good attendance is rewarded, there is a limited focus on initiatives to improve the performance of those who are regularly absent or late.

Appropriate policies and procedures to promote good behaviour and to minimise harassment and bullying are well implemented.



**Learning environment: Good**

The school has an inclusive ethos, in which everyone is treated equally and with respect, regardless of gender, race, faith or social background. As a result, pupils have a positive attitude towards diversity and equality. All have equal access to every aspect of the curriculum and school activities.

Diversity and multiculturalism are promoted well through the personal and social education programme, collective worship and wider school activities. As a result, the school provides a welcoming environment for all pupils.

The school buildings and grounds are well maintained and meet the needs of pupils well. The internal decor and furnishings, enhanced by displays promoting pupils' work, ensure a stimulating learning environment. There is a good range of quality learning resources, especially to support the development of ICT skills. Security is good.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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**Leadership: Excellent**

The judgement for this key question differs from key question 1, because leadership and management have many excellent features, which have been instrumental in promoting high standards and successful provision over a number of years. Until the dip in performance in key stage 2 in 2010, which was specifically cohort related, standards have been consistently above similar schools and the family, LA and Wales averages in both key stages.

The headteacher, deputy headteacher and teaching and learning responsibility post holder, who form the senior leadership team, work very well together and have a clear and purposeful vision. They provide very positive and strong direction to the work of the school.

The headteacher and her deputy are both highly efficient and effective in their management of the school; both display a deep concern for all pupils and staff in their care. They have excellent relationships with all stakeholders and over the last eight years have initiated many positive changes in the school, which have resulted in considerable benefits and improvements.

Distributed leadership is becoming embedded in the school and all teachers are enthusiastic leaders of their subjects. All are clear what the school's priorities are and have a genuine desire to be involved. Roles and responsibilities are reviewed regularly according to the needs of the school.

Team work among all staff is a strength and exemplifies the school's vision statement. The headteacher arranges a series of team building and self-reflection activities for staff and there are daily morning briefing meetings for administrative purposes, as well as weekly in-service education and training sessions.

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Performance management arrangements fully meet statutory requirements. Teachers' targets are linked to the school improvement plan and staff responsibilities. Support and administrative staff also are part of the system and agree targets and professional development needs.

The governing body is well established, and meets regularly; relevant committees are in place and statutory requirements are fulfilled. All essential policies are signed and dated, although there are one or two minor omissions in the prospectus and annual report to parents.

Governors are supportive, proactive and well informed. They have specific responsibilities and most visit the school periodically and undertake relevant training.

The school has a strong commitment to the implementation of national and local priorities.

**Improving quality: Excellent**

The school has excellent procedures for self-evaluation. The process is an integral and regular part of the school's working life and is now embedded in its strategic planning systems. It ensures that high standards and good quality provision are maintained.

The school uses a wide range of first-hand information to enable it to set priorities for future development. The senior leadership team has a very clear overview of the school's performance and there is a wide range of robust monitoring activities, including lesson observations, which periodically involve the LA's link adviser.

Very good use is made of assessment information to set targets for improvement. A series of annual reports and action plans are compiled by subject and aspect leaders. The school also draws on information and views from a range of sources, such as questionnaires completed by staff, parents and pupils.

The school improvement plan is a clear and detailed document that contains an overview of priorities for the next three years. The self-evaluation report is also a very useful and precise document that, in most cases, provides good evidence for its statements. It has a strong focus on the impact of the school's work.

The school is an effective learning community with a culture of collaboration and there are well established networks of professional practice with other schools in the area.

**Partnership working: Good**

The school has a range of appropriate partnerships that benefit pupils in relation to their standards and wellbeing.

The school has very good lines of communication with parents, grandparents and carers, who are very supportive. Homework is provided in various forms in all classes and parents are generally happy with the arrangements.

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The school works very effectively with the LA; this is a particular strength and has brought about improvements in outcomes.

The school, Church, parish and wider community work effectively in partnership with the school and impact positively on pupils' all-round development. These aspects are a notable strength. Partnerships with local businesses and industries and other schools and institutions also enrich pupils' learning.

The school has strong links with its local cluster group, which mainly comprises other Church in Wales schools. There is a shared transition plan with a clear focus on consistency of standards, wellbeing and a smooth transition to secondary education. Standardisation and moderation procedures occur within the school and in cluster meetings, when work in the core subjects and Welsh is shared. There are also good links with local nurseries that feed the reception class.

Staff focus effectively on joint planning within the school and external partners to bring about improved outcomes, particularly in the creative arts. An appropriate range of tools is used to quality assure the provision.

**Resource management: Good**

The school has a full complement of appropriately qualified and experienced staff to enable teaching, learning and the day to day life of the school to function effectively, although there is a limited number of support staff deployed in the Foundation Phase, especially in light of the rising number on roll.

The school regularly provides relevant whole school in-service education and training and teachers have good opportunities to attend courses pertinent to their personal and professional development. Support staff also receive training as necessary. The senior leadership team very effectively manages the professional development of all staff.

Planning, preparation and assessment time involves additional teachers and higher learning teaching assistants. Statutory requirements for the workload agreement are fully met.

The pastoral care and support for staff is an excellent feature of the school. The role of the senior leadership team and the exceptional arrangements for the health, fitness and all-round wellbeing of all staff, especially when difficult circumstances arise, constitute innovative sector-leading practice.

Resources, facilities and accommodation are well managed; there has been significant expenditure recently on ICT and furniture. Subject leaders regularly audit resources in their subject areas.

The governing body's financial procedures ensure the budget is well managed and that expenditure is in line with school priorities. Although aspects of the provision and management are excellent, in light of recent outcomes in standards the school provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Ninety parents completed the questionnaire, of whom twenty two added written comments, nearly all of which were very supportive of the school. Nearly all parents responded positively to every question, many strongly agreeing with the statements. All feel their child settled in well and likes school and is safe. Except for a very few, nearly all are satisfied with the school and feel it is well run. They think their child receives appropriate support and makes good progress and that teaching is good and staff expect pupils to do their best and to work hard. Nearly all also think that homework is useful, that the school promotes healthy living and encourages pupils to take on responsibilities. In addition, they believe that they are kept well informed about their child's progress and feel comfortable about approaching the school with any concerns. Nearly all think that pupils behave well, that staff treat pupils fairly and with respect, that there is a good range of activities, that the procedures for dealing with complaints are clear and that pupils are well prepared for secondary education.

#### Responses to learner questionnaires

Eighty-six KS2 pupils completed the questionnaire. All think that they know who to talk to if they are worried or upset or find the work hard and that the school deals well with bullying and teaches them to keep healthy; they are helped to learn and to make progress and have enough books and materials. Nearly all are of the opinion that homework helps them improve, that behaviour at playtimes is good and that they are doing well in school, feel safe and have enough opportunities to get regular exercise. A few, mainly boys, have concerns about behaviour in class.

## Appendix 2

### The inspection team

Dr. P. David Ellis	Reporting Inspector
Mr. Enir Morgan	Team Inspector
Mr. Ted Tipper	Lay Inspector
Mrs. Deborah Woodward	Peer Inspector
Mrs. Angela Satterly	School Nominee

## Copies of the report

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## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of 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 reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

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