



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

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

Date of inspection: May 2011

by

**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:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	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 Primary School is a voluntary aided primary school 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.

There are currently 242 pupils aged three to 11 years old on the school register, including 44 children who attend the nursery on a part-time basis. The number of pupils has increased since the previous inspection.

English is the predominant language spoken at home and around 1% of pupils are from ethnic minority backgrounds. English is the main language of communication in the school and Welsh is taught as a second language.

The school confirms that the majority of families have advantaged circumstances and a minority are relatively disadvantaged. Four per cent of pupils are entitled to free school meals. This figure is below the county and national averages. Eleven per cent of pupils have been identified as having additional learning needs. No pupil has a statement of special educational needs.

The 2010-2011 individual school budget per pupil for All Saints Church in Wales Primary School is £3,315, which compares with a maximum of £4,491 and a minimum of £2,756 for primary schools in the Vale of Glamorgan. The school has the 33rd highest budget per pupil out of the 46 primary schools in the Vale of Glamorgan.

The headteacher was appointed in January 1992. Currently, the deputy head teacher is on secondment and two members of the teaching team have taken on her responsibilities under the role of assistant headteachers.

The school was previously inspected during the summer term 2005, since when the school has undergone extensive building work providing much improved facilities.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- pupils across the school are making very good progress from their starting points;
- pupils generally have good or very good learning experiences;
- most of the teaching is of good or better quality;
- the excellent support and guidance provided contribute significantly to pupils' wellbeing and have a very positive impact on learning; and
- all pupils are enthusiastic and participate fully in lessons.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior leaders have a clear vision for the future of the school which they share effectively with all members of staff;
- leaders, managers and governors understand the school's strengths and weaknesses very well;
- school governors, the senior management team, and all staff share the aspiration of achieving excellence at the school; and
- the school development plan is well focussed on the areas for improvement identified through self-evaluation.

Recommendations

In order to improve, the school needs to:

- R1 raise standards in Welsh language across the school by fully implementing plans already in existence;
- R2 consistently provide more focused activities for more able and talented learners in order to extend their achievements;
- R3 raise further the awareness of safeguarding issues amongst ancillary staff; and
- R4 share the excellent aspects of teaching with all staff.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils start school with good levels of skills that are appropriate to their age and ability. Almost all pupils make good progress throughout the Foundation Phase in all areas of learning.

The verified data on pupils' attainment in National Curriculum assessment in 2010 indicates that pupils performed at a relatively high level in both key stages in English, mathematics and science. The percentage of pupils attaining the expected level is higher than the average for the authority, the family of schools (a group of schools with similar characteristics) and Wales in all three subjects.

In both key stage 1 and key stage 2, pupils' performance has been consistently good over the past four years. This performance places the school amongst the highest 25% or at least the highest 50% when compared to other similar schools.

In 2010 the data indicates a slightly lower proportion of pupils who achieve level 3 in key stage 1, especially in English and level 5 in mathematics at key stage 2.

Nearly all pupils with special educational needs achieve well against personal targets and make appropriate progress relative to their ability. Most pupils entitled to free school meals make good progress in line with their ability. There is no significant pattern that refers to any differences between the results for boys and girls over a four year period.

Progress in lessons is generally good throughout the school and almost all pupils complete their work well and remain on task, showing interest and perseverance. The good progress that pupils make over a period of time is evident within their books.

Most pupils listen intently to instructions, teachers' presentations and their peers' contributions. Almost all pupils communicate confidently with adults and other children in a variety of contexts.

Most read competently for their age and stage of development and use their reading skills effectively to access other areas of the curriculum. The development of writing across all areas of the curriculum is very good. However, a few of the most able pupils do not always produce the high standard of work of which they are capable.

Most pupils apply their literacy, numeracy and information and communication technology (ICT) skills appropriately across the curriculum.

Pupils' standards in oral Welsh across the school are under developed. Pupils within the Foundation Phase have a few phrases that they regularly use and a limited range of vocabulary relating to areas of topic work. Very little further development takes

place throughout key stage 2. This restricts the ability of pupils to be able to confidently converse in their second language.

Wellbeing: Excellent

Pupils state that they feel very safe in school, are well informed about the importance of a healthy diet and engage in a wide range of sporting activities. Nearly all pupils are fully aware and appreciative of the support systems that have been put in place. These systems have a very positive effect on pupil self-esteem and this in turn impacts on their educational and emotional development.

Pupils speak with great enthusiasm about their enjoyment of school. They take an active role in their own learning and display great pride in their work. There is an exceptionally high level of involvement from pupils in school life. The school council fully represents their peers by canvassing opinion among fellow pupils and presenting their findings. The pupils made presentations to the Welsh Government on a range of subjects such as university funding, recycling facilities in the local parks and choice within school meals. Pupils are active in representing other pupils' views by collating questionnaires on a range of topics such as healthy eating and use of the outdoor space. They take great pride in their work and list producing an anti-bullying assembly as their greatest achievement. Other changes that they have been responsible for include implementing a theme for each day's outdoor activity and the development of the outdoor facilities and playground.

This is a very strong feature of the school. Pupils feel that staff listen to their suggestions and take their opinions seriously.

Behaviour in class and around the school is excellent. Nearly all pupils show respect and concern for others and work successfully with younger pupils. Pupils are articulate and courteous. Pupils' personal, social, spiritual and cultural development is developing effectively.

The school's attendance rate is above the national average for Wales and that of similar schools.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a rich and varied range of learning experiences through a broad and balanced curriculum. Recently introduced reading, mathematics and literacy schemes provide learning experiences that are engaging, challenging and stimulating. The effective topic approach provides worthwhile opportunities for discussion and the use of key skills during classroom activities. Extensive use is made of various educational visits to enrich the curriculum.

Planning and provision for skills is effective. Teachers' planning focuses well on developing pupils' skills and successfully promotes continuity and progression in communication, numeracy and ICT skills. Teachers comprehensively develop both key skills and subject skills across all areas of the curriculum. Pupil assessment

profiles provide valuable information on learning outcomes and effectively inform future planning.

The school gained the ICT quality mark in 2010.

Learners have many interesting opportunities to learn about their locality and also about Wales, its history and culture. Even though the school's overall planning includes provision for developing Welsh as a second language, it is not yet having enough impact on pupils' standards or progress.

The school effectively promotes sustainable development and has been awarded the Silver Flag status. The school fosters a strong sense of global citizenship through responding to a wide range of charitable appeals and multicultural story weeks, along with electronic links with pupils in India, Kenya and New Zealand.

Teaching: Good

The quality of teaching across the school is generally good with many examples of excellent practice. Where teaching is most effective, teachers and learning support assistants motivate, challenge and engage pupils very well through a wide range of appropriately differentiated activities and tasks. Teachers have a high expectation of their pupils and are particularly successful in providing appropriate support and challenge. The most effective lessons have a varied format that allows pupils to learn in different ways and very effective use is made of open-ended questioning.

Where teaching is less effective the lessons do not draw on previous learning, are mainly teacher led and therefore do not readily promote independent learning.

In general, support assistants and teachers work well in partnership to provide the required support to enable each pupil to complete the required tasks well. In most lessons support assistants are very clear about their responsibilities. This has a positive effect on pupil attainment. However, meeting the needs of the more able pupils is inconsistent.

The school has clear and efficient systems to assess pupils' progress throughout the school. Teachers use standardised tests and teacher assessments effectively to set challenging and realistic individual targets. Pupils' written work is marked regularly with constructive comments made. Teachers provide all pupils with their own personal targets to work towards. Pupils are effectively encouraged to assess their own work.

Teachers successfully share learning objectives with the pupils and in most classes provide them with success criteria. Older pupils are encouraged to devise their own success criteria.

The school provide parents with personalised reports which fully conform to the requirements. These reports contain future targets for each pupil and the opportunity for parental responses.

Care, support and guidance: Good

The school is a very caring community where staff place an exceptionally high priority on learners' wellbeing. The school ethos and curriculum promote the benefits of healthy living very effectively. The extensive range of extra-curricular activities for pupils promotes active lifestyles very well.

The school is pro-active in working with other key agencies to reduce the risk of harm to pupils.

School policies and procedures promote excellent behaviour and enable the school to deal well with any instances of bullying.

Very good learning experiences foster learners' personal development well, including their moral, social and cultural development.

The school provides good support for learners who have additional learning needs. Pupils identified with additional learning needs receive appropriate support. The school makes effective use of learning support assistants and liaises efficiently with external agencies.

The school is very effective at supporting pupils' wellbeing and works successfully as a well-ordered caring community. Parents are supportive of the values of the school and the care that pupils receive. The school has well-embedded support systems in place; these provide an extensive level of support and guidance in all aspects of pupil development and wellbeing.

The school successfully uses a recently introduced procedure to identify vulnerable pupils. This new initiative and the school's previously established extensive support for pupils' wellbeing constitute excellent and sector leading practice.

The school nutrition action group effectively promotes healthy living and the importance of a healthy diet. The school council and eco council are successful in enhancing pupil wellbeing.

Studying the work of local artists and involvement with the local community enriches pupils' cultural experiences.

The school has an appropriate policy and procedures for safeguarding. The school has appropriately trained all staff. Teachers and support staff have a good awareness of safeguarding issues and procedures, but a very few ancillary staff do not always immediately remember who should be informed if they have any concerns.

Learning environment: Good

The school has a positive ethos with a distinctively Christian character, which emphasises love and care for all members of the school family. It effectively promotes inclusion and has strong local links with the Church and wider community.

The whole school successfully celebrates cultural diversity through the curriculum. The pupils are encouraged to empathise with other's lives and in one instance decided to raise money to buy a cow for an African community. All curricular and extra-curricular activities are inclusive.

There are clear policies and procedures for dealing with all aspects of pupils' health and wellbeing. Pupils have helped formulate the school rules, which are well understood and respected. The school has effective procedures in place to eliminate bullying and racial discrimination.

The school building has been recently extended to provide ample space for every class. The outdoor environment provides for a variety of good quality opportunities for outdoor learning. The school's physical resources are good. Informative and stimulating displays of pupils' work around the school celebrate pupils' considerable artistic talent and curricular work.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The governing body, headteacher, senior management team and staff put the pupils' learning and wellbeing firmly at the heart of all they do. The senior management team clearly communicates the vision for the school to the staff, pupils, parents and the community. There is a high level of trust between the governing body, senior leaders, staff and parents. The secondment of the deputy headteacher to another school and the creation of two acting assistant headteacher posts to cover this role have provided staff with good professional development opportunities in senior leadership. The school has managed these changes effectively with no adverse effect on any aspects of its work.

All members of staff are aware of their roles and responsibilities and work closely together to create an effective team. Senior and middle leaders carry out their roles effectively, and analyse data rigorously. They use analyses well to further develop teaching, learning and wellbeing. Senior management team and staff meetings are regularly held. These meetings are well minuted with key actions noted and monitored, and outcomes tracked. There is a good focus in meetings on pupils' learning and wellbeing.

Senior leaders communicate high expectations to staff. There are clear performance management systems in place. Senior leaders analyse the generic and personal outcomes of performance management well.

The governing body is very supportive of all aspects of the school's work. It receives detailed analyses of the pupils' outcomes from senior leaders and is aware of the school's strengths and the areas to be developed. However the governing body does not challenge the senior leadership as rigorously as it might to raise standards from good to excellent.

The school meets national and local priorities well.

Improving quality: Good

The school has a very clear set of procedures and actions embedded in the strategic planning through which it effectively evaluates pupils' standards of achievement and the impact school activities have on raising standards. The staff works very effectively and enthusiastically together to continuously improve teaching and learning. Teachers draw on a wide range of performance data, which they analyse well. There are good systems in place that teachers use well to monitor and track groups of pupils. Senior leaders take good and regular account of the views of staff, pupils and parents.

There are clear links between the findings of the self-evaluation process and the priorities noted in the school improvement plan. There are clear priorities, actions, targets and success criteria set out in the school improvement plan. The school regularly monitors its improvement plan. Senior leaders and middle leaders have an accurate understanding of the school's strengths and areas for development.

There is a well-established culture of professional learning in the school and teachers are engaged in effective local networks of professional practice with other schools and partners. Teachers regularly share the outcomes of their learning with other teachers in staff meetings. However, mechanisms through which to spread successful techniques more widely in the school are more limited. As a result, not all pupils benefit from the most effective practice.

Partnership working: Good

The school has strong links with the local and diocesan communities. It communicates and liaises very well with the parent and carers, many of whom give their time to support the school.

The Parent and Friends Association regularly raises additional, appropriately used funds for the school. Through links with the local college, the school provides good training placements to learning support assistants. It regularly makes its information and communication technology facilities available and provides tuition to good effect to parents and carers, grandparents and the local community. The school often invites members of the local community, such as students from Cardiff School of Medicine, trainee art teachers from University of Wales Institute, Cardiff and students from Atlantic College, to the school to enhance pupils' learning experiences.

There are good systems in place within the school to develop continuity of teaching methods between the Foundation Phase and key stage 2. The school works very well with its local partner schools to provide effective transition arrangements for its pupils. Staff take an active part in the Vale of Glamorgan's transition project and they contribute effectively to observation visits to feeder schools and the development of the learning materials aimed at Year 6 and Year 7 pupils.

Resource management: Good

Teachers and learning support assistants in the school are very well qualified. All are committed to improving their own professional learning. Many teachers and learning

support assistants have extended their initial qualifications through further study with local universities, colleges and The Open University. The school deploys its teachers and learning assistants well to make the best use of their knowledge and skills. It has good systems in place to identify generic and personal professional development needs, and seeks to meet these in line with the priorities in the school improvement plan.

A new extension to the school building was completed in September 2010. This has greatly improved the environment in which pupils learn. As a result, teachers have the space to provide a wide range of creative and stimulating activities. The school has also developed good outdoor spaces of which teachers and pupils make regular and effective use.

Senior leaders take good account of the challenges of the financial climate. They manage the budget prudently and they deploy limited funds effectively to benefit pupils' learning. Senior leaders place a strong emphasis on cost effectiveness. The school's spending decisions relate well the priorities of the school. This, together with the high standards of pupils' attainment, means that the school offers good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Sixty-nine questionnaires were returned and in each one all the parents stated that their children enjoy school and that they are happy there and feel safe. They also believe that pupils are encouraged to be healthy and to take regular exercise and that the school helps the children to become more mature and take on responsibility. They agree that the children are making good progress at school.

Almost all of the parents understand the school's complaints procedure and state that they receive regular information about their children's progress. They state that the quality of teaching is good.

Many of the parents feel that the school offers a good range of activities including educational visits. They feel that they could come to the school to discuss or express any concern without any difficulty.

Responses to learner questionnaires

The questionnaire was completed by 96 key stage 2 pupils and members of the team spoke to pupils during the inspection. Almost all of the pupils are of the opinion that they are happy and feel secure in the school, and that the teachers give them good support and help them to understand how well they are doing and how to keep healthy.

Almost all of the pupils also are of the opinion that they are doing well in school and have enough books and equipment to do their work.

A minority of pupils disagreed with the statements that other children behave well in class and during play times and that the school deals well with any bullying. On discussing this with the pupils and in observing pupils' excellent behaviour during the inspection, their responses on the questionnaire are not reflected within the school. It appears that the focus the school gives to values, behaviour and wellbeing in general has resulted in every single transgression being considered as misbehaviour by many of the pupils.

Appendix 2

The inspection team

Glyn Roberts	Reporting Inspector
Penny Lewis HMI	Team Inspector
Deirdre Emberson	Lay Inspector
Gareth Williams	Peer Inspector
Jane Koursaros (Assistant Headteacher)	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