

Best practice

All Saints' C/W Primary School, Cardiff

Number of pupils: 165

Age range: 4-11 years

Date of Estyn inspection: May 2011



Area of sector-leading practice which has been identified during inspection and relates to a particular quality indicator:

Key Question: 3

Quality indicator: Leadership and Resource management

Aspect: This case study outlines the way in which the senior management team have shared their vision with the school community and how the shared vision and the effective pastoral support for staff promotes effective teamwork.

Context and background to sector-leading practice:

All Saints' C/W Primary School, Cardiff 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 single age classes; there are no pupils of nursery age.

Around 13% are entitled to receive free school meals, which is below the national and local authority averages. Approximately 17% are identified as having ALN support, which is also

below the national average. No pupils come from homes where Welsh is their first language.

The school's vision statement is **TEAM – Together Everyone Achieves More**. This underpins the purposeful way in which the school has been developing over recent years and represents the school's genuine, collective desire to facilitate the best quality provision and high standards for its pupils.

Context:

Teamwork: Initially, several years ago, broad consultation took place to create the vision statement of **Together Everyone Achieves More (TEAM)**.

Since then, the focus on developing team work and delivering a shared vision came hand in hand with the desire to have **TEAM** as a true, day to day mode of operating at All Saints' school, informing decisions at all levels.

Wellbeing:

This provision stems from the fact that all staff are a highly valued resource at All Saints' and their wellbeing and support is of clear importance to the SLT and critical in building an effective team.

Description of nature of strategy or activity:

Sharing a vision:

- Over a period of 3 years, the Headteacher has led a range of team building and curriculum awareness activities for staff and governors that have purposefully

“consistency of practice stems from the collaborative, and focused approach of the school”

engaged everyone in the school's development and helped to collectively shape the school's future. One key vision exercise was value based, where initially, as individuals, staff and governors explored what was important to them and what characteristics would be present in their ideal school. Following discussions and sharing ideas, a series of statements were drawn together to represent the core values expressed. These in turn became the school's new aims and complemented the vision statement.

- All staff and governors meet informally, usually on a termly basis by sharing refreshments prior to full governing body meetings. This strengthens relationships and opportunities to informally exchange information about how developments are working. Staff also make formal curriculum presentations and progress reports to the governing body.
- Sharing the vision and providing key information with parents is strongly developed and takes place in a variety of ways. Seeking parents'/guardians' views and acting on them strengthens a shared vision to work together. Parents are informed of the School's Improvement Plan and how the school operates to achieve it. This is outlined at all presentations.
- The school's vision statement is used as a regular reference point by all staff members with our pupils, visitors and the school and Church community.

Team building

At the start of each school year, the Headteacher leads a series of self-reflection activities in order to consider the team's current stage of development, its future needs and to explore a shared, clear, way forward for the coming year. These themes are built upon each year.

Wellbeing of and pastoral support for staff: Some examples

Health: Health checks are made available to all staff in work time on site. These are conducted by Cardiff City Council staff who measured blood pressure, cholesterol and other basic checks. Where necessary, suggestions to see

: GPs are made.

: **Fitness:** Informal discussions indicated that the staff were not always able to make the time for their own exercise needs. As a result, the TLR post holder encouraged all staff to take part in staff badminton one evening a week. Other possibilities of physical activity at the end of a school day are also currently being explored.

Wellbeing and relaxation

: A health therapist is invited to the school each term to offer staff relaxation techniques in order to improve the wellbeing and reduce stress levels.

How the provision has evolved:

- wellbeing has become part of the Performance Management process where staff are asked to reflect and consider other ways to strengthen their own and their colleagues' wellbeing;
- time is invested in genuine team building work and reflection opportunities so that it is built into the work of the school. These activities involve open discussions and reflection. Such activities have to be sincere and acted upon where appropriate; and
- all opinions are listened to and considered. Whilst this can be time consuming, it helps to strengthen the team and agreeing on a way forward.

What impact has this work had on provision and learners' standards?

: The inspection notes that at All Saints:
: "Distributed leadership is becoming embedded in the school and that 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."
: The emphasis on team work has contributed to this.

- In terms of provision, good and many excellent features exist within areas such as teaching, assessment, planning and marking in all classes. The consistency of practice stems from the shared, collaborative and focussed approach of the school.
- Pupils' standards have improved, particularly in the core subjects.