

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

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

School Number: 681/3357

Date of Inspection: 14 – 16 June 2005

by

**Paul de Vall
WO60**

Date: 6 September 2005

Under Estyn contract number: T/265/04P

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All Saints' Church in Wales 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' Church in Wales Primary School took place between 14-16 June 2005. An independent team of inspectors, led by Paul de Vall, 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:

- | | |
|----------------|---|
| Grade 1 | good with outstanding features |
| Grade 2 | good features and no important shortcomings |
| Grade 3 | good features outweigh shortcomings |
| Grade 4 | some good features, but shortcomings in important areas |
| Grade 5 | 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	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 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

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Context

The nature of the provider

1. All Saints' Church in Wales Primary School was built in 1975 and is situated on the edge of a housing estate in the village of Llanedeyrn to the north-east of Cardiff. It is a Voluntary Aided school catering for pupils aged 4 to 11, most of whom live in the immediate locality. The intake is described by the school as neither advantaged nor disadvantaged and represents the full ability range. Many pupils have good social and language skills on entry to the school.
2. Approximately 12 per cent of pupils are entitled to free school meals, which is a lower figure than the average for Primary schools in Cardiff (21.9 per cent) and in Wales (18.8 per cent). Most pupils come from English speaking homes and none have Welsh as their first language. The school has identified around 7 per cent of pupils as having Special Educational Needs (SEN), one of whom has a statement of SEN.
3. Currently there are 175 pupils on roll organised into seven single age classes. There are eleven teachers, three of whom work part time, and five classroom support staff. Both the pupil teacher ratio and the average class size are slightly higher than the Welsh average. The roll has declined in recent years from 213 at the beginning of 2002 to 175 at the beginning of 2005. This is reflected in the numbers of pupils in each class, which are higher in key stage 2 than in key stage 1 and the reception class. The school does not have a nursery and pupils are admitted at the age of four.
4. Since the last inspection in June 1999, there have been significant staff changes. The head teacher has been in post for under two years and the deputy for less than four terms.

The school's priorities and targets

5. The school has a new vision statement (Together Everyone Achieves More) and a set of aims that reflects the school's Christian character and its commitment to high standards. Its priorities for the academic year 2004/2005 include:
 - developing the process of self evaluation;
 - raising standards of teaching and learning in mathematics;
 - improving standards in Information Technology (IT);
 - developing Information Communication Technology (ICT);
 - raising standards in literacy;
 - updating all policies and schemes of work to meet statutory and other requirements.
6. Targets or success criteria are set for all areas for development and improvement.

Summary

7. All Saints' Primary School has many good and some outstanding features. It has made great progress recently towards achieving its aims.

Table of grades awarded

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

Standards

8. Standards of achievement in the six subjects inspected are judged as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Welsh	2	3
IT	1	1
History	2	3
Art	1	2
PE	2	2

9. Overall, pupils' standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	48%	28%	0%	0%

10. In 2004, National Curriculum assessments in key stage 1 were above the national average in English, mathematics and science. When compared with similar schools both locally and nationally, key stage 1 results were also above average. Over time, the school's performance at key stage 1 is good and targets are achieved.
11. National Curriculum results in key stage 2 in 2004 compare well with local and national averages. When compared with similar schools nationally, results are above average in English and science and slightly below average in mathematics. Over time, the school performs at an average level at the end of key stage 2. There is no significant under-achievement by groups of pupils.
12. Pupils with SEN make good progress in relation to their age and ability.

13. In both key stages, the pupils are making good progress in developing their key skills in literacy. Most pupils speak and listen well. They read confidently for a variety of purposes. Whilst standards of writing are good in some classes, too few pupils write fluently and at length.
14. Pupils in the reception class are making steady progress in the development of their key skills although their experiences are not sufficiently well structured to ensure that all pupils, particularly the most able, are challenged to make the progress they could. The educational provision for under-fives has some weaknesses but there is evidence that these weaknesses can soon be put right.
15. The pupils' bilingual skills are developing well and good standards are achieved in key stage 1. Some pupils in key stage 2 lack confidence.
16. Although standards in mathematics are good, pupils have too few opportunities in some classes to apply their skills in numeracy across the curriculum. The pupils' skills in ICT are good and very good in year 6.
17. The pupils' personal and social skills are good. They work and play together well and relate well to adults. They have positive attitudes to learning and are able to work constructively in groups. Problem solving and creative skills are developed well in some subjects, particularly in key stage 1, but are not well established across the curriculum.
18. Behaviour is outstanding during assemblies when pupils listen well and enjoy the occasion. They play happily during breaks and lunchtimes and are friendly and respectful towards visitors. In most lessons, behaviour is good although in a small minority of cases, pupils are slow to settle and lose concentration. Overall, behaviour is managed well and standards are good.
19. Rates of attendance are good. The pupils enjoy school and are keen to attend. Successful strategies have recently been implemented to improve punctuality. Although the majority of pupils arrive on time, there are sometimes some latecomers.
20. Pupils have a good understanding of moral and social issues. They have respect for the values and beliefs of others and have good awareness of the significance of providing equality of opportunity. They are given well planned opportunities for examining their contributions to their community and to develop their understanding of community issues.

The quality of education and training

21. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	25%	44%	3%	0%

22. The quality of teaching across the school is variable. Some good and very good teaching was observed in both key stages. The good features of these lessons include clear objectives shared with children, good use of questioning, suitable pace and a variety of tasks which engage and challenge pupils.
23. Where teaching has some shortcomings, they include ineffective planning to meet learning objectives, low expectation of pupils, tasks lacking challenge and providing little opportunity for independent learning. Teachers generally have good working relationships with pupils and foster a positive climate for learning.
24. Teachers pay due regard to *Y Cwricwlwm Cymreig*. Incidental Welsh is used consistently throughout the school across the curriculum, although the teaching of Welsh presents a challenge for those teachers who lack confidence.
25. Support assistants are involved in planning and they effectively support individuals and small groups.
26. Parents and carers are regularly informed about the progress made by their children. Annual written reports meet statutory requirements.
27. The rewriting of policies and schemes of work to ensure that they meet statutory requirements has been a priority for the school. The result is that most subject areas now have good quality policies and schemes of work which ensure that the curriculum is balanced and coherent.
28. The policy for ensuring the coherent provision of key skills and lifelong learning skills is not yet fully integrated into all classroom practice.
29. In both key stages, pupils have access to a range of good experiences and learning opportunities. However, in the early years experiences are not always well matched to children's stage of development and learning needs.
30. The positive, caring ethos of the school is a strength. Parents report that they feel the school to be a "caring, sharing" place. Whole school assemblies are of a high standard and are central to the spiritual, moral, cultural and social development of the pupils.
31. Pupils are polite and courteous to adults and to each other. The school is an orderly community. High standards of behaviour are expected at all times.
32. Links with parents are effective and the majority express their support for the school and the many changes which are being implemented. There are good procedures for ensuring that parents are involved in school life. The school has an "open-door" policy and evidence from the parents indicates that this policy is appreciated and generally works well. The school recognises that it needs to continue its efforts to win the active support of all parents. It is clear however, that most parents are very supportive of the school's vision and philosophy and welcome the improvements that are being made. However, it

remains of concern that a few parents choose not to follow the complaints policy and are not making their concerns known in the first instance to the head teacher.

33. Many policies and procedures have been put in place to guide the good practice now seen in the school for care and support. Training needs have been met in many important areas such as child protection and first aid, including training for Governors. Risk assessments are thorough and very effective. Assuring the pupils' well-being and health and safety is a priority in the school.
34. There has been a good focus in recent terms on healthy living including healthy eating. Staff and pupils are working towards achieving the Healthy School award. The eco-council along with the school council provide a good opportunity for pupils to be involved in decision making within the school and to learn about democratic processes. Members of both councils speak confidently about their roles and responsibilities and take these very seriously.
35. The school has good structures and procedures in place for supporting pupils with SEN. The team comprising the SEN co-ordinator (SENCo), SEN support teacher and SEN governor work effectively together to monitor the support for children with SEN and to liaise with class teachers. The SEN support teacher and learning support assistants (LSAs) effectively support pupils with SEN during lessons and enable them to access the work.
36. The school is an inclusive community. All pupils, irrespective of social background, gender, disability or ethnicity are positively included in all appropriate school activities. The policy for Equal Opportunities is successfully implemented as is the policy to address racism and other forms of discrimination.

Leadership and management

37. The school is very well led and managed. The head teacher and deputy form an outstanding leadership team. There is a strong sense of purpose, a clear philosophy and sense of direction that are articulated in the school's aims and its new vision statement. Policies have been developed and reviewed for all important aspects of the school's work, all of which reflect both high expectations and a commitment to raising standards of achievement. Considerable consultation takes place to involve parents, staff, children and Governors in the formulation of key policies and the school's vision is clearly communicated to all concerned.
38. The head teacher carries out her role with energy and a dedication to the wellbeing and high achievement of the pupils. She has a thorough knowledge of the work of the classrooms. She leads by example and ensures the school's aims and values are consistently promoted in its daily work. She has had a great impact on the school since her appointment, particularly in terms of improving the quality of provision for the pupils.

39. The deputy too, is highly effective in her role. Her curriculum leadership has resulted in improvements in both teaching quality and standards of achievement. She contributes fully to the success of the school's professional leadership.
40. The school places great emphasis on the role of subject leaders in monitoring and evaluating quality and standards. In some cases, they have made a significant contribution to raising the pupils' achievements.
41. The School Improvement Plan (SIP) includes challenging targets for all its priorities. It is comprehensive and detailed but easily accessible.
42. The governing body has a good understanding of its role and has been fully involved in setting the school's strategic direction. It has taken several strategic decisions that have had a positive effect on the quality of education in the school, for example improving the grounds and increasing provision for ICT.
43. Resources are managed efficiently. Spending decisions are related to the school's priorities in the SIP. The school gives good value for money.
44. The head teacher deploys staff efficiently and effectively in order to make the best use of time, expertise and experience. The deputy head teacher, who currently does not have full time responsibility for a class, has made a significant contribution to raising standards across the school.
45. The school has sufficient appropriately skilled support staff to enable teaching and administration to function effectively. The school runs very well on a day to day basis. Support staff make a very significant contribution to the school.
46. Progress since the last inspection has been steady overall. After a period of little development, the school has made excellent progress in the last eighteen months. For example it has improved provision and raised standards in IT, which was identified as a weakness in the last inspection. It is now a considerable strength. It has also reviewed and updated many school policies and schemes of work in order to meet statutory and other requirements. These now provide a firm basis for the school to achieve even greater success.

Recommendations

47. In order to build still further on its current achievements the school should:
- R1 Raise standards in those subjects where there are shortcomings and improve standards in Welsh and history in key stage 2.
 - R2 Ensure that all pupils in the early years are provided with challenge, progression and coherence in their learning
 - R3 Achieve consistently high quality in teaching and learning across the school and:
 - fully implement, monitor, and develop the school's policy for teaching and learning;
 - give the pupils more responsibility for their own learning and develop their independence;
 - develop pupils' skills progressively across the school.
 - R4 Continue to develop processes of self evaluation with staff, parents, governors and pupils in order to create an open, positive learning culture.

The school has already identified the issues highlighted by the above recommendations in its SIP.

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 2 : Good features and no important shortcomings

48. The inspection team agrees with the judgement made by the school in its self evaluation report.

49. Overall, pupils' standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	48%	28%	0%	0%

50. Standards of achievement in the six subjects inspected are judged as follows:

Subject	Key Stage 1	Key Stage 2
Maths	2	2
Welsh	2	3
History	2	3
IT	1	1
Art	1	2
PE	2	2

51. In 2004, National Curriculum assessments in key stage 1 were above the national average in English, mathematics and science. When compared with similar schools both locally and nationally, key stage 1 results were also above average. Over time, the pupils' attainment at key stage 1 is good and the school's targets are achieved.

52. National Curriculum results in key stage 2 in 2004 compare well with local and national averages. When compared with similar schools nationally, results are above average in English and science and slightly below average in mathematics. Over time, the school performs at an average level at the end of key stage 2. There is no significant under-achievement by groups of pupils.

53. Pupils with SEN make good progress in relation to their age and ability.

54. The educational provision for under- fives has some weaknesses but there is evidence that these weaknesses can soon be put right. Children in the reception class are making steady progress in the development of their key skills although their experiences are not sufficiently well structured to ensure that all pupils, particularly the most able, are challenged to make the progress they could.

55. In both key stages, the pupils are making good progress overall in developing their key skills in literacy. Most pupils speak and listen well. They read confidently for a variety of purposes. Whilst standards of writing are good in some classes, too few pupils write fluently and at length. Standards of

presentation are variable and some pupils in key stage 2 have difficulty with both letter formation and developing fluency.

56. The pupils' bilingual skills are developing well and good standards are achieved in key stage 1. In key stage 2, some pupils lack confidence in their use of everyday Welsh.
57. Pupils have too few opportunities in some classes to apply their skills in numeracy across the curriculum. This shortcoming is outweighed by the good features of pupils' numeracy and mathematical skills. The pupils' skills in ICT are good and very good in year 6.
58. The pupils' personal and social skills are good. They work and play together well and relate well to adults. They have positive attitudes to learning and are able to work constructively in groups. Problem solving and creative skills are developed well in some subjects, particularly in key stage 1, but are not well established across the curriculum.
59. In both key stages, good progress is made by pupils during lessons. They successfully build on their prior learning and consolidate their knowledge and skills. They show an awareness of their own strengths and weaknesses, are able to evaluate their work and, in both key stages, can suggest ways of improvement. Most pupils show good levels of concentration and persevere at the tasks presented. They are pleased to discuss their work and have positive attitudes to learning.
60. Behaviour is outstanding during assemblies when pupils listen well and enjoy the occasion. They play happily during breaks and lunchtimes and are friendly and respectful towards visitors. In most lessons, behaviour is good although in a small minority of cases, pupils are slow to settle and lose concentration. Overall, behaviour is good and the school has made only one exclusion in the last three years.
61. Rates of attendance are good. The pupils enjoy school and are keen to attend. Procedures for recording attendance fully meet statutory requirements.
62. Successful strategies have recently been implemented to improve punctuality. Although the majority of pupils arrive on time, there are sometimes some latecomers.
63. By the end of key stage 2, pupils have developed good skills in self assessment. In several classes, particularly in key stage 2, pupils are given too few opportunities to work independently, and although pupils have good attitudes, their skills for lifelong learning are not developed systematically across the school.
64. Pupils have a good understanding of moral and social issues. They have respect for the values and beliefs of others and have good awareness of the significance of providing equality of opportunity.

65. The pupils are given planned opportunities for examining their contributions to their community and to develop their understanding of community issues. For example, they manage a healthy tuck shop and enter competitions supported by local businesses and community groups. Provision has increased the pupils' understanding and awareness of community issues.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings.

66. The inspection team agrees with the judgement made by the school in its self evaluation report.

67. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	25%	44%	3%	

68. The quality of teaching across the school is variable. Some good and very good teaching was observed in both key stages and the percentage of 53 per cent exceeds the Welsh Assembly Government target of 50 per cent of lessons to be judged good or better. The good features of these lessons include clear objectives shared with children, good use of questioning, suitable pace and a variety of tasks which engage and challenge pupils.

69. The shortcomings in the quality of teaching include ineffective planning to meet learning objectives, low expectation of pupils, and tasks that lack challenge and provide little opportunity for independent learning.

70. In order to achieve greater consistency in the quality of teaching, the school has introduced a teaching and learning policy and set in place a structured programme of monitoring, both of which are of good quality.

71. Teachers generally have good working relationships with pupils and foster a positive climate for learning. They emphasise class rules and expectations of behaviour in order to engage and encourage pupils in their work. In a small minority of lessons, some pupils are restless and teachers have difficulty in keeping them on task.

72. Overall, teachers have a good knowledge of the subjects they teach and some have an outstanding awareness and understanding of individual subjects. The deputy head teacher has been deployed effectively to teach some subjects of the curriculum across the school. This has had a very positive impact on the quality of teaching by increasing staff knowledge and confidence.

73. Teachers pay due regard to *Y Cwricwlwm Cymreig*. Incidental Welsh is used consistently throughout the school across the curriculum, although the teaching of Welsh presents a challenge for those teachers who lack confidence.

74. Teachers in both key stages generally plan effectively. The new schemes of work have had a positive impact on planning and teaching standards. The quality of some of the older schemes of work is variable. The school has a rolling programme in place to review these.

75. Learning objectives are usually clearly shared with pupils and teachers reinforce the learning at the end of sessions.
76. Support assistants are involved in planning and they effectively support individuals and small groups. In the reception class planning revolves around a wide range of activities related to the Desirable Outcomes for Children's Learning but learning objectives are not always clear.
77. Teachers use a range of appropriate teaching methods and resources in order to meet the needs of all learners. Pupils with SEN are well supported by staff who differentiate work and enable all pupils to take a full part. Staff effectively promote equality of opportunity in lessons.
78. The school meets statutory requirements for assessment, recording and reporting. The assessment policy has been revised recently and this has resulted in improvements to procedures and their effectiveness. Assessment files have been introduced which include pupil tracking. Support assistants are appropriately involved in assessment. Individual pupil target setting is at an early stage of development.
79. The new marking policy is also starting to have an impact on the standards achieved. Although teachers mark pupils' work regularly and comment positively, the policy is not applied consistently throughout the school. Comments do not always show pupils how to improve their work or provide a good model of handwriting for the pupils.
80. Parents and carers are regularly informed about the progress made by their children. Annual written reports meet statutory requirements. They indicate clear targets for improvement, provide opportunities for parents to comment, but do not include any self assessment by the pupils.

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

Grade 3: Good features outweigh shortcomings

81. The overall finding of the inspection team matches the Grade 3 judgement made by the school.
82. The rewriting of policies and schemes of work to ensure that they meet statutory requirements has been a priority for the school. The result is that most subject areas now have good quality policies and schemes of work which ensure that the curriculum is balanced and coherent. The new schemes of work, for example in mathematics and IT, provide good guidance for teachers and ensure coverage of the NC programmes of study and the Desirable Outcomes for Children's Learning. They provide a clear progression for the development of pupils' knowledge, understanding and skills.
83. In the early years and both key stages, pupils have access to a range of experiences and learning opportunities. However, in the early years these

experiences are not always well matched to children's stage of development and learning needs. The educational provision for under-fives has some weaknesses but there is evidence that these weaknesses can soon be put right.

84. The school has a good policy for developing key skills across the curriculum and has begun to identify key skills in teachers' planning and schemes of work. The importance of lifelong learning skills is highlighted in the school's policy for teaching and learning. However, the coherent provision of key skills and lifelong learning skills is not yet fully integrated into all classroom practice.
85. The school provides a good range of extra-curricular activities for key stage 2 pupils. Pupils are benefiting from a three year funding scheme which is supporting extra curricular activities after school and they enjoy taking part in these.
86. The positive, caring ethos of the school is a strength. Parents report that they feel the school to be a "caring, sharing" place. Whole school assemblies are of a high standard and are central to the spiritual, moral, cultural and social development of the pupils. Pupils respond well to opportunities to reflect on and explore their own feelings in moments of quiet contemplation during assembly time. Visits from the clergy have a positive effect on the pupils' spiritual development and their understanding of the Christian ethos of the school.
87. Pupils are polite and courteous to adults and to each other. The school is an orderly community. High standards of behaviour are expected at all times and pupils respond well to the use of stickers and house points to reward good behaviour.
88. Links with parents are effective and the majority express their support for the school. In particular they find it easy to approach staff and know their children make good progress, behave well and that they are happy in school. They also value the very good attitudes promoted in the school. Statutory requirements are met well in terms of the home school agreement and in the written information parents receive which is of a consistently high quality. A parent curriculum group operates and this is seen by parents to be a very good feature of the school. The maths workshop for parents was well attended and enthusiastically received. The school recognises that it needs to continue its efforts to win the active support of all parents. It is clear however, that most parents are very supportive of the school's vision and philosophy and welcome the improvements that are being made. However, it remains of concern that a few parents choose not to follow the complaints policy and are not making their concerns known in the first instance to the head teacher.
89. There are good and effective partnerships with other providers in Cardiff. The main link is with University of Wales Institute Cardiff (UWIC) which over the last two years has worked increasingly closely with staff and pupils. Pupils take part in model lessons on the nearby university campus and staff benefit in their professional development when they observe such lessons. There are

also well established links with other schools in the locality including the high school and the nursery school.

90. Pupils' creative development is enhanced through working with artists and specialist dance teachers.
91. Community links are strengthened when families meet together for church services held in the school hall. The school is active in seeking to extend links within the community and with local industry and businesses still further.
92. The school promotes bilingualism well. The use of Welsh as part of daily routines, such as instructions and prayers, has a positive effect on pupils' bilingual skills.
93. The school plans carefully to include *Y Cwricwlwm Cymreig* in the curriculum. Schemes of work effectively reflect the heritage and culture of Wales.
94. The school is an inclusive community. All pupils, irrespective of social background, gender, disability or ethnicity are positively included in all appropriate school activities. The new policy for equal opportunities is successfully implemented and a suitable equal opportunity statement is included in all schemes of work and policies. The curriculum now fully meets statutory requirements and takes full account of the national framework for personal and social education.
95. Opportunities to promote pupils' understanding of sustainable development are good and are included in relevant schemes of work. Pupils are involved in whole-school initiatives such as recycling Yellow pages and ink cartridges. Every class has a recycling bin. Members of the recently formed eco-council are able to talk confidently and knowledgeably about issues such as recycling, keeping the school tidy and the plans for being involved in the "walk to school" day.
96. The eco-council along with the school council provide a good opportunity for pupils to be involved in decision making within the school and to learn about democratic processes. Members of both councils speak confidently about their roles and responsibilities and take these very seriously.
97. The prefect system in Year 6 allows pupils the opportunity to take responsibility for tasks within the school. Pupils approach these responsibilities with enthusiasm and maturity.
98. Educational visits and visitors from the community, for example younger pupils' visit to a farm, have given pupils an insight into the different ways people work. Current arrangements for school visits are being reviewed so that an even greater emphasis can be placed on identifying all the learning opportunities available for the pupils in order that the most can be obtained from the experience, particularly in terms of developing a range of skills such as problem solving. Work-related education is well integrated into teachers' planning and schemes of work.

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

Grade 2: Good features and no important shortcomings

99. The inspection team agrees with the judgement made by the school in its self evaluation report.
100. Pupils receive good quality care, support and guidance in a very supportive and happy environment. Relationships between staff and pupils are good and the school works hard to make every pupil feel valued and included.
101. Several staff play a key role in planning and managing care arrangements for those who need extra support. Routines are well understood and the policies which guide this important area are updated and reviewed regularly. Governors are involved at an appropriate level.
102. Advice and help from external support services are always sought. This includes the effective support for the small minority of pupils who have needed extra guidance for behavioural difficulties.
103. There are good procedures for ensuring that parents are involved in school life. The school has an “open-door” policy and evidence from the parents indicates that this policy is appreciated and generally works well.
104. Pupils show a good recognition of issues of diversity. Their understanding is fostered consistently in lessons, acts of worship and displays.
105. The school has good arrangements for helping new pupils settle into school. There are good links with the local nursery school and parents and children are invited to visit the reception class before they start. Parents feel that these arrangements enable their children to settle quickly.
106. Risk assessments are thorough and very effective. Assuring the pupils' wellbeing and health and safety is a priority in the school.
107. Many policies and procedures have been put in place to guide the good practice now seen in the school for care and support. Training needs have been met in many important areas such as child protection and first aid, including training for Governors.
108. Supervision during play and at dinner is good. Staff are available and accessible for any child needing extra attention and pupils feel confident in asking guidance or help throughout the day.
109. Activities to promote personal and social education are integrated into schemes of work. This is benefiting the pupils by improving their access to all learning activities.
110. There has been a good focus in recent terms on healthy living including healthy eating. Staff and pupils are working towards achieving the Healthy

School award. Pupils have ready access to water and the school council members have stopped the selling of crisps at the tuck shop. Pupils in reception and key stage 1 do however receive biscuits several days a week.

111. Attendance is carefully monitored on a daily basis and effective procedures have been introduced to encourage punctuality. Although procedures for recording attendance fully meet statutory requirements, data is collected manually which is time consuming and inefficient.
112. Good behaviour is always encouraged with an emphasis on pupils taking responsibility for their own actions. Staff reward effort and thoughtfulness with house points, stickers, or raffle tickets. When problems arise, early action is taken and parental involvement sought so that any difficulties can be solved in partnership. Some pupils have individual behaviour programmes, which are effectively monitored and implemented.
113. The school has good structures and procedures in place for supporting pupils with SEN. The team comprising the SEN co-ordinator (SENCo), SEN support teacher and SEN governor work effectively together to monitor the support for children with SEN and to liaise with class teachers. The arrangement of storing individual education plans (IEPs) in each classroom, so that they are accessible to all involved with the pupil, is a good feature. IEPs are regularly reviewed, with parents involved at every stage.
114. The SEN support teacher and learning support assistants (LSAs) effectively support pupils with SEN during lessons and enable them to access the work. They are aware of the lesson objectives and comment on pupils' progress to the class teacher on prepared forms.
115. The school has a good policy to address racism and other forms of discrimination. The provision of circle time and the school council give pupils a valuable opportunity to discuss and raise any concerns they have
116. Most of the building is accessible for disabled pupils and adults and the governing body has been involved in reviewing the school site and buildings.

Leadership and management

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

Grade 1: Good with outstanding features

117. The overall evaluation of this key question differs from that of the school's self evaluation report. The inspection team awarded a higher grade. This is because there are several features of leadership and management that the inspection team found to be of outstanding quality.
118. The school is very well led and managed. The head teacher and deputy form an outstanding leadership team. There is a strong sense of purpose, a clear philosophy and sense of direction that are articulated in the school's aims and its new vision statement. Policies have been developed and reviewed for all important aspects of the school's work, all of which reflect both high expectations and a commitment to raising standards of achievement. Considerable consultation takes place to involve parents, staff, children and Governors in the formulation of key policies and the school's vision is clearly communicated to all concerned.
119. The head teacher carries out her role with energy and a dedication to the wellbeing and high achievement of the pupils. She has a thorough knowledge of the work of the classrooms. She leads by example and ensures the school's aims and values are consistently promoted in its daily work. She has had a great impact on the school since her appointment, particularly in terms of improving the quality of provision for the pupils.
120. The deputy too, is highly effective in her role. Her curriculum leadership has resulted in improvements in both teaching quality and standards of achievement. She contributes fully to the success of the school's professional leadership.
121. Teachers with leadership and management responsibilities have received training to facilitate their subject leadership roles. All have received support from the school's senior management and have had time away from their classroom to observe teaching and learning at first hand. In some cases, subject leaders have made a significant contribution to raising the pupils' achievements, through their very good subject knowledge across both key stages and their planning on the basis of sound evidence about quality and standards.
122. The school has an effective policy for the promotion of equality for all. All staff are aware of their responsibilities. They value all pupils and provide opportunities for everyone to succeed.
123. The school shows a very strong commitment to both local and national priorities. For example, it has been fully involved in projects to develop improved strategies for the teaching of literacy and numeracy and is currently

prioritising the development of its school council and eco council. This is another outstanding feature.

124. The School Improvement Plan (SIP) includes challenging targets for all its priorities. It is comprehensive and detailed but easily accessible. The school's tracking process is effective in ensuring that statutory targets are realistic and based on knowledge of the progress and performance of individual pupils. The leadership team analyses performance data effectively to set targets and to inform strategic decision making.
125. The Senior Management Team (SMT) has been very effective in managing classroom performance and the quality of teaching.
126. The performance of individuals and teams is monitored very effectively. Staff are aware of what is expected of them through the setting of objectives and other Performance Management processes. All staff receive appropriate support and training and professional development is well integrated into the SIP. The mentoring of new staff is highly effective.
127. The governing body has a good understanding of its role and has been fully involved in setting the school's strategic direction. It has taken several strategic decisions that have had a positive effect on the quality of education in the school, for example improving the grounds and increasing provision for ICT. Individual governors attend LEA courses and the full governing body has undergone training and also taken part in a self evaluation exercise.
128. The governing body has taken steps to make sure it is well informed about school development. It meets on a half termly basis to discuss issues that affect the school's effectiveness. Sub committees monitor progress within their area of responsibility and individual governors have subject and other roles which entail meeting with staff to support and monitor plans and their impact. The governors who work in the school are actively involved in school development and have a particularly good knowledge of the quality and effectiveness of the school's work.
129. The governing body meets its statutory responsibilities in full. School policies are up to date and the governing body is kept very well informed by the head teacher of all issues that affect its role.

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

Grade 2: Good features and no important shortcomings

130. The finding of the inspection team does not match the evaluation of this key question in the school's self evaluation report where it was graded 1. This is mainly because the school's process of self evaluation is still new and practices are not yet fully embedded.

131. The school's summative self evaluation report is honest, open and comprehensive. The judgements it contains are well supported by sound evidence, and all staff and governors have been involved in its formulation. The report is therefore of a high standard. Most of its overall findings match those of the inspection team.
132. The school places great emphasis on the role of subject leaders in monitoring and evaluating quality and standards. Training has been undertaken to try to ensure that teachers have the skills and subject knowledge to enable them to make accurate judgements within their subject areas. In the best examples, teachers are very well informed about standards across the school and use this information and knowledge to implement change. All subjects have improvement plans which are based on first hand information about quality and standards of achievement.
133. The head teacher and deputy have a very sound knowledge of the work of all classes, the standards achieved and the quality of teaching. This information is used well to plan strategically for improvement.
134. Most teachers demonstrate that they are becoming more reflective about their own classroom practice in order to fulfil the school's policy for teaching and learning.
135. Although most of the school's evidence is generated internally through its own review processes, the leadership team has also drawn judiciously on outside agencies to gain a fuller view of the school's work. This has, to a very large extent, validated the school's evaluations.
136. The school has recently taken effective steps to involve all interested parties in the process of self evaluation. For example, the school council is beginning to have an influential voice in decision making and parents are very supportive of their curriculum group.
137. The SIP is a very good working document that is clearly and fully informed by the outcomes of the school's self evaluation. It includes targets or success criteria for all the priorities and an appropriate allocation of resources.
138. There are several examples, notably in mathematics and IT, where there has been a measurable impact on quality and standards as a result of the school's self evaluative approach to improvement.
139. Progress since the last inspection has been steady overall. After a period of little development, the school has made excellent progress in the last eighteen months. For example it has improved provision and raised standards in IT, which was identified as a weakness in the last inspection. It is now a considerable strength. It has also reviewed and updated many school policies and schemes of work in order to meet statutory and other requirements. These now provide a firm basis for the school to achieve even greater success.

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

Grade 2: Good features and no important shortcomings.

140. The inspection team agrees with the judgement made by the school in its self evaluation report.
141. The ratio of adults to pupils is good. The school has enough appropriately qualified staff to teach all subjects and aspects of the curriculum.
142. The head teacher deploys staff efficiently and effectively in order to make the best use of time, expertise and experience. The deputy head teacher, who currently does not have full time responsibility for a class, has made a significant contribution to raising standards across the school.
143. The school has sufficient appropriately skilled support staff to enable teaching and administration to function effectively. The school runs very well on a day to day basis. Support staff make a very significant contribution to the school.
144. The range, quality and quantity of resources both for the under fives and for the subjects of the curriculum are good overall and match the needs of pupils well. The under fives however, have limited access to the full range of ICT equipment.
145. Accommodation is adequate for the numbers on roll and for the curriculum provided. The buildings and grounds are clean, safe, well maintained and used effectively. Good use is also made of the ICT suite which has had a positive impact on the pupils' achievement. The under fives use the neighbouring woodland as a learning resource. Currently they do not have access to a separate outdoor play area. However, the school has made a number of health and safety improvements and has identified outdoor play as an area for further development.
146. Since the last inspection the school has created an attractive reception area. This space is enhanced by children's work including a beautiful ceramic mural of the Creation that was made with the support of an artist in residence.
147. Resources are managed efficiently. Spending decisions are related to the school's priorities in the SIP. The school systematically monitors its use of resources. Subject leaders audit equipment in relation to the schemes of work and the SMT and the governing body monitor and evaluate the impact of resources. The school gives good value for money.

Standards achieved in subjects and areas of learning

Subject 1: Mathematics

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good features

148. Pupils in both key stages make good progress in their mathematical skills, building on previous knowledge from year to year. This progression in learning has largely been enabled by the very good documentation and effective support for teaching and planning in mathematics from the subject leader and the LEA advisory teacher.
149. Consistency in planning and structured lessons have enabled pupils to progress well in their mathematical skills.
150. All pupils respond well to the use of interactive teaching approaches and are fully engaged when using the individual whiteboards to answer questions and playing games to practice skills.
151. Pupils in both key stages show an enthusiasm for mathematics and are keen to answer questions and engage in activities. Their attitudes have a positive effect on standards of achievement.
152. Pupils in Year 1 can confidently count forward and backwards in tens and hundreds and read and compare 2 and 3 digit numbers, saying which is the larger and why. They have a sound understanding of place value and can use practical apparatus and “arrow cards” to make and partition numbers.
153. Pupils in Year 2 can mentally solve simple calculations involving multiplication and division. They are able to read digital and analogue times, for example o'clock, half past and quarter past.
154. In key stage 1 the ability and confidence of pupils in tackling mathematical activities and in calculating mentally provide an indication of the effective work that has been done in the school to develop the pupils' mental mathematical strategies and skills. They work well in pairs to play games and are able to explain their work. Their achievements are good.
155. In key stage 2 pupils have a good grasp of key vocabulary and can talk about their work. They have a good understanding of data handling and use computer programmes to organise their work.
156. In upper key stage 2, pupils can understand and answer questions involving range, median and mode. They are able to look for patterns and investigate digital roots, can make links between different areas of mathematics and relate their current work to previous learning.

Shortcomings

- 157. More able pupils are not always sufficiently challenged.
- 158. Some pupils at the end of key stage 2 do not confidently use mental strategies for calculations, still preferring to use their fingers.

Subject 2: Welsh second language

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

- 159. In key stage 1 pupils show a positive and enthusiastic attitude to the language and are confident in their ability to communicate. They know a good selection of songs, rhymes and prayers in Welsh.
- 160. The pupils are developing an appropriate vocabulary and use a range of sentence patterns. They know colours and the names of parts of the body. They can count and talk about the weather.
- 161. The pupils respond to simple commands and greetings in Welsh. During registration they ask and answer questions confidently. Their achievements are good.
- 162. The pupils in key stage 1 copy words, label diagrams and write phrases and simple sentences. They are able to read their own work.
- 163. In key stage 2 pupils are able to read and write simple dialogues giving personal information about themselves and their families.
- 164. They know a range of vocabulary and can use a variety of sentence patterns. They can describe physical features, clothes, where they live, likes and dislikes. They also discuss the weather in Welsh.
- 165. Pupils are developing an awareness and knowledge of aspects of the Welsh culture.
- 166. Incidental Welsh is used effectively throughout the school and this has a positive impact on pupils' oral skills.

Shortcomings

- 167. Standards of achievement at key stage 1 are not developed effectively and progressively in key stage 2. Pupils have too few opportunities for developing their skills in reading and writing.

Subject 3 Information Technology

Key Stage 1 - Grade: 1 Good with outstanding features

Key Stage 2 - Grade: 1 Good with outstanding features

Good features

168. Pupils make very good progress throughout both key stages with their skills in IT. This progression has largely been enabled by the very good guidance provided by the scheme of work and effective support from the subject leader in the form of modelled lessons. This is an outstanding feature.
169. The structured use of the IT suite, along with the planning, have enabled pupils to practice their skills and gain confidence in the use of IT equipment.
170. Pupils in both key stages log on to the computers correctly and confidently. They select the appropriate software and complete tasks. They work in pairs and discuss their work. All are enthusiastic about their work and keen to talk about what they are doing.
171. Pupils in key stage 1 use the computer independently in the classroom to practise their mathematical skills. They are able to use graphics packages for work linked to the art curriculum, word processing to support work in English and modelling programmes to make decisions and choices.
172. Pupils in Year 1 are able to use Roamer and programme it to move forwards and backwards and make simple turns.
173. Pupils in Year 2 are able to use a word processor to access lists and use the return key to make them easier to read. They are able to save their work.
174. Pupils in Year 3 show good use and understanding of technical language and vocabulary. They are able to use the computer to save data and access stored information. They are able to discuss why it is quicker to sort data using a computer. They are able to interrogate the database independently and confidently.
175. Pupils in Year 5 use the computer in the classroom to complete tasks and represent data they have collected using IT.
176. By Year 6, pupils are able to put together very good presentations about a city. They are very enthusiastic about their work and justifiably proud of what they have done. They can create a presentation using a range of techniques such as moving text and using colour, images and information from the internet. They are able to create hyperlinks and save and amend their work. They are able to discuss the good features of their presentations and also what might be improved.
177. By the end of key stage 2, pupils are demonstrating very good use of IT skills and techniques.

Shortcomings

178. There are no important shortcomings.

Subject 4 History

Key Stage 1 - Grade 2 Good features and no important shortcomings

Key Stage 2 - Grade 3 Good features outweigh shortcomings

Good features

The pupils in key stage 1 have a growing sense of chronology. They use simple historical terms accurately and can identify differences between the past and present.

183. Younger pupils can sequence events through work on Rachel's Washday and Orphan Mary's Day. They describe in detail washing clothes by hand after the Beti Bwt experience at St. Fagans.
184. Pupils learn about the past from a range of historical sources including visits, photographs, questionnaires, artefacts and books. Older pupils in key stage 1 are able to compare a visit to the seaside in Victorian times with one during modern times. They can describe features of clothing, activities and etiquette.
185. In key stage 2 pupils know some of the different characteristics of various periods in history. Pupils in lower key stage 2 gain an understanding of life in Tudor times and can describe crimes and punishments. Pupils in upper key stage 2 are developing an understanding of life during the Second World War. They know how the quality of peoples' lives was affected by the war and understand the need for rationing and evacuating children from the cities.
186. Pupils in both key stages benefit from visits to St. Fagans and studying local and Welsh history.

Shortcomings

187. There is insufficient progression both in pupils' communication of historical knowledge and their skills of historical enquiry in key stage 2. The scheme of work does not assist teachers sufficiently in achieving this.
188. Pupils in some classes do not communicate their findings in a range of ways as some tasks are narrow and lack challenge.

Subject 5 Physical Education

Key Stage 1 – Grade 2: Good features and no major shortcomings

Key Stage 2 – Grade 2: Good features and no major shortcomings

Good features

189. In both key stages pupils are responsive to the varied programme of PE that is provided. They enjoy their lessons and make generally good progress.
190. The school makes good use of specialists, for example from Rubicon Dance, to raise standards and expectations.
191. The pupils have a good understanding of the effects of exercise on their bodies. They know why it is important to warm up and cool down at the beginning and end of lessons. They are also aware of the importance of safety and they use all apparatus responsibly.
192. The pupils in key stage 1 respond well to their bilingual instructions. They move confidently and safely showing good body control and awareness. They are able to copy and sequence movements and can change the speed and level. They achieve good standards in their gymnastic activities.
193. Pupils in lower key stage 2 respond well to music in dance lessons. They explore mood through their dance routines and can sustain body shapes and form sequences. They can reflect and respond to the shapes formed by their partners. They think carefully about their responses to instructions and are beginning to analyse their own dance movements.
194. In upper key stage 2, the pupils learn the principles of relay running and improve their skills through the lesson.
195. By the end of key stage 2 pupils show good skills in throwing, catching and bowling. They organise themselves well, work effectively in groups and are also able to work independently.
196. By the end of key stage 2 pupils are able to apply their dance skills in a controlled and consistent way. Some develop quite complex sequences and perform a motif with both sensitivity and agility. Some achieve very good standards.
197. Their listening skills and responsiveness are very good and all are able to work constructively in pairs. They are aware of the characteristics of high quality and make helpful and well thought out suggestions about how to improve each others' work. They have developed a good understanding of specialist vocabulary such as 'canon' and 'glissando'.
198. They are given good opportunities for developing their creative and learning skills, showing originality of ideas and good powers of concentration and perseverance.

Shortcomings

199. Because some lessons lack vigorous physical exercise and do not present enough challenge to pupils, standards of achievement are not consistently good across the school.

Subject 6 Art

Key Stage 1 - Grade 1 Good with outstanding features

Key Stage 2 - Grade 2 Good features and no important shortcomings

Good features

200. The scheme of work for art provides a very good framework for ensuring pupils have continuity of experience across the school and progression in their learning within and between classes.
201. The art portfolios that are maintained show a good range of work in different media. Much of the work is of a high quality.
202. The school makes good use of artists in residence to work with the teachers and pupils. This has a positive effect on standards of achievement which is also evident in the contribution that art makes to the general environment of the school.
203. In both key stages pupils co-operate and collaborate well. Through art they are given good opportunities for developing their personal and learning skills and they show perseverance, creativity and organisational ability. They are also able to evaluate their own work and know what to do to make improvements.
204. The pupils' observational skills are good. In both key stages they show a growing awareness of line and shape in their drawings.
205. Pupils in both key stages show enthusiasm towards their work in art. They discuss their own work in a mature manner and are able to appreciate the work of other pupils and other artists, including local and Welsh examples. They are developing their own views and opinions and are developing an increasingly specialist vocabulary with which to express them.
206. In key stage 1 the pupils' skills of making and investigating are effectively and progressively developed. They work confidently in a range of media and produce work that is lively, original and carefully conceived. The pupils achieve highly.
207. In key stage 2, there is some variation in standards and quality but by upper key stage 2, pupils achieve good standards using a range of media in two and three dimensions. They collaborate on ongoing art projects and record images from both observation and imagination. They are able to analyse and

compare portraits from different times and their sketch books show a growing capacity to apply their knowledge of visual qualities.

Shortcomings

208. There are no significant shortcomings.

School's response to the inspection

We are delighted that the Inspection findings acknowledge that All Saints' C/W Primary School has many good and some outstanding features and has made excellent progress in raising standards and improving the quality of provision in the last 18 months.

The school and Governors are very pleased that the Inspection findings clearly recognise the commitment and impact of the new Head and Deputy on raising standards, improving the quality of provision for pupils and ensuring that all statutory and other requirements are met. The schools' leadership team will use this success in order to make even greater progress.

The Inspection team agreed with most of the judgements made by the school in its self-evaluation report about the standards pupils achieve and about other areas of its work, confirming the success of the newly established self-evaluation process. All the Inspection's recommendations were clearly identified in the school's 3 year School Improvement Plan. The report confirms that the school gives good value for money.

We are pleased that the Inspection found the percentage of lessons judged as good or better exceed the Welsh Assembly Government all-Wales target. The report clearly recognises the Head's efficient and effective deployment of resources in particular the role of the Deputy and the significant contribution that she has had in raising standards across the school. The school is very proud of the fact that IT was awarded the highest grade possible having been a shortcoming in the last Inspection report.

The positive, caring ethos of the school is a strength. We are very proud of our children and were most pleased that the Inspectors found their behaviour to be good and outstanding during worship. The Inspection acknowledged that our children are polite and courteous to adults and to each other, and are friendly and respectful to visitors. In addition the newly established care and support systems are recognised as being very good. Pupils with SEN make good progress.

As all of the recommendations of the report have already been identified by the school, action plans to address these will be incorporated into the School Improvement Plan. The staff and Governors are already addressing all of the recommendations. A summary of that plan will be sent to all parents. The Governor's annual report to parents will report on the progress we are making on the Inspection recommendations.

Governors and staff of All Saints would like to thank the Inspection team for their professionalism and for the rigorous yet sensitive manner in which the inspection was conducted.

Basic information about the school

Name of School	All Saints' Church in Wales
School type	Primary
Age-range of pupils	4 to 11
Address of School	Ael-y-Bryn Llanedeyrn Cardiff
Post-code	CF23 9LF
Telephone number	02920 735106

Head teacher	Mrs Angela Satterly
Date of appointment	1 September 2003
Chair of governors/ Appropriate authority	Mr Malcolm Wigmore
Registered inspector	Mr Paul de Vall
Dates of inspection	14 – 16 June 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		14	20	24	29	29	29	29	174

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.4

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.4
Pupil : adult (fte) ratio in nursery classes	
Pupil : adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1.1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Spring	-	89.21	95.3
Summer	-	92.3	92.7
Autumn	-	96.5	94.3

Percentage of pupils entitled to free school meals	12.1
Number of pupils excluded during 12 months prior to inspection	1

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 20__			Number of pupils in Y2		26			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	7	73	20	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	3	7	53	37	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	0	10	73	17	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	10	73	17	0
		National	0	3	11	63	23	0
Mathematics	Teacher Assessment	School	0	0	7	67	27	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	7	87	7	0
		National	0	2	10	65	23	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	83	In Wales	80

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 20__			Number of pupils in Y6									31	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher Assessment	School							19	29	52		
		National	1				1	5	16	46	31		
	Test/Task	School							9	39	52		
		National	1	1	2	0	4	13	42	37			
Welsh	Teacher Assessment	School											
		National											
	Test/Task	School											
		National											
Mathematics	Teacher Assessment	School							19	42	39		
		National	1		1		1	3	17	46	31		
	Test/Task	School							16	39	45		
		National	1	1	1			3	15	43	36		
Science	Teacher Assessment	School							11	50	39		
		National						2	11	50	37		
	Test/Task	School							1	50	39		
		National		1				1	8	51	39		

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	77	In the school	81
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
- W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

The inspection team comprised four inspectors who were present in the school for a total of eight days. A peer assessor joined the team for one day and the school's nominee played an active role throughout the whole of the inspection. Before the inspection:

- Meetings were held separately with the head teacher, staff, parents and the Governing Body.
- The questionnaires completed by parents and other written submissions were analysed.
- The school's self evaluation report was discussed and scrutinised.
- Documentation submitted by the school was studied.

During the inspection:

- Thirty six lesson observations were carried out.
- A range of pupils' work was analysed and assessed.
- Assemblies, playtimes and lunch times were observed, and meetings of the school council and eco council were attended.
- Discussions were carried out with the head teacher, teachers and pupils.
- Subject portfolios were examined.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Paul de Vall Rgl	Context Summary and Recommendations Key Questions 1,5 and 6 Art PE
Charlotte Roberson Lay Inspector	Aspects of Key Questions 1,3,4 and 7
Irene de Lloyd Team inspector	Key Questions 2 and 7 Welsh History
Lynwen Barnsley Team inspector	Key Questions 3 and 4 Mathematics IT

The contractor was:

Evenlode Education Ltd
6 Abbey Close
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Warwickshire
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Acknowledgement

The inspection team wishes to thank the head teacher, staff, governors and children for their courtesy, willing co-operation and hospitality throughout the inspection process. The team also wishes to thank all the parents whose views, expressed orally and in writing, helped to inform the inspection. Particular thanks are also due to the head teacher in the role of nominee who contributed greatly throughout.

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

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

Summary for Parents

School Number: 681/3357

Date of Inspection: 14 – 16 June 2005

by

**Paul de Vall
(W060)**

Date: 6 September 2005

Under Estyn contract number: T/265/04P

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Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.4

A SUMMARY REPORT FOR PARENTS

All Saints' Church in Wales 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' Church in Wales Primary School took place between 14-16 June 2005. An independent team of inspectors, led by Paul de Vall 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.

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

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings.

Summary

All Saints' Primary School has many good and some outstanding features. It has made great progress recently towards achieving its aims.

Table of grades awarded

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

Standards

Standards of achievement in the six subjects inspected are judged as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Welsh	2	3
IT	1	1
History	2	3
Art	1	2
PE	2	2

Overall, pupils' standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	48%	28%	0%	0%

In 2004, National Curriculum assessments in key stage 1 were above the national average in English, mathematics and science. When compared with similar schools both locally and nationally, key stage 1 results were also above average. Over time, the school's performance at key stage 1 is good and targets are achieved.

National Curriculum results in key stage 2 in 2004 compare well with local and national averages. When compared with similar schools nationally, results are above average in

English and science and slightly below average in mathematics. Over time, the school performs at an average level at the end of key stage 2. There is no significant under-achievement by groups of pupils.

Pupils with SEN make good progress in relation to their age and ability.

In both key stages, the pupils are making good progress in developing their key skills in literacy. Most pupils speak and listen well. They read confidently for a variety of purposes. Whilst standards of writing are good in some classes, too few pupils write fluently and at length.

Pupils in the reception class are making steady progress in the development of their key skills although their experiences are not sufficiently well structured to ensure that all pupils, particularly the most able, are challenged to make the progress they could. The educational provision for under-fives has some weaknesses but there is evidence that these weaknesses can soon be put right.

The pupils' bilingual skills are developing well and good standards are achieved in key stage 1. Some pupils in key stage 2 lack confidence.

Although standards in mathematics are good, pupils have too few opportunities in some classes to apply their skills in numeracy across the curriculum. The pupils' skills in ICT are good and very good in year 6.

The pupils' personal and social skills are good. They work and play together well and relate well to adults. They have positive attitudes to learning and are able to work constructively in groups. Problem solving and creative skills are developed well in some subjects, particularly in key stage 1, but are not well established across the curriculum.

Behaviour is outstanding during assemblies when pupils listen well and enjoy the occasion. They play happily during breaks and lunchtimes and are friendly and respectful towards visitors. In most lessons, behaviour is good although in a small minority of cases, pupils are slow to settle and lose concentration. Overall, behaviour is managed well and standards are good.

Rates of attendance are good. The pupils enjoy school and are keen to attend. Successful strategies have recently been implemented to improve punctuality. Although the majority of pupils arrive on time, there are sometimes some latecomers.

Pupils have a good understanding of moral and social issues. They have respect for the values and beliefs of others and have good awareness of the significance of providing equality of opportunity. They are given well planned opportunities for examining their contributions to their community and to develop their understanding of community issues.

The quality of education and training

In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	25%	44%	3%	0%

The quality of teaching across the school is variable. Some good and very good teaching was observed in both key stages. The good features of these lessons include clear objectives

shared with children, good use of questioning, suitable pace and a variety of tasks which engage and challenge pupils.

Where teaching has some shortcomings, they include ineffective planning to meet learning objectives, low expectation of pupils, tasks lacking challenge and providing little opportunity for independent learning. Teachers generally have good working relationships with pupils and foster a positive climate for learning.

Teachers pay due regard to *Y Cwricwlwm Cymreig*. Incidental Welsh is used consistently throughout the school across the curriculum, although the teaching of Welsh presents a challenge for those teachers who lack confidence.

Support assistants are involved in planning and they effectively support individuals and small groups.

Parents and carers are regularly informed about the progress made by their children. Annual written reports meet statutory requirements.

The rewriting of policies and schemes of work to ensure that they meet statutory requirements has been a priority for the school. The result is that most subject areas now have good quality policies and schemes of work which ensure that the curriculum is balanced and coherent.

The policy for ensuring the coherent provision of key skills and lifelong learning skills is not yet fully integrated into all classroom practice.

In both key stages, pupils have access to a range of good experiences and learning opportunities. However, in the early years experiences are not always well matched to children's stage of development and learning needs.

The positive, caring ethos of the school is a strength. Parents report that they feel the school to be a "caring, sharing" place. Whole school assemblies are of a high standard and are central to the spiritual, moral, cultural and social development of the pupils.

Pupils are polite and courteous to adults and to each other. The school is an orderly community. High standards of behaviour are expected at all times.

Links with parents are effective and the majority express their support for the school and the many changes which are being implemented. There are good procedures for ensuring that parents are involved in school life. The school has an "open-door" policy and evidence from the parents indicates that this policy is appreciated and generally works well. The school recognises that it needs to continue its efforts to win the active support of all parents. It is clear however, that most parents are very supportive of the school's vision and philosophy and welcome the improvements that are being made. However, it remains of concern that a few parents choose not to follow the complaints policy and are not making their concerns known in the first instance to the head teacher.

Many policies and procedures have been put in place to guide the good practice now seen in the school for care and support. Training needs have been met in many important areas such as child protection and first aid, including training for Governors. Risk assessments are thorough and very effective. Assuring the pupils' well-being and health and safety is a priority in the school.

There has been a good focus in recent terms on healthy living including healthy eating. Staff and pupils are working towards achieving the Healthy School award. The eco-council along with the school council provide a good opportunity for pupils to be involved in decision making within the school and to learn about democratic processes. Members of both councils speak confidently about their roles and responsibilities and take these very seriously.

The school has good structures and procedures in place for supporting pupils with SEN. The team comprising the SEN co-ordinator (SENCo), SEN support teacher and SEN governor work effectively together to monitor the support for children with SEN and to liaise with class teachers. The SEN support teacher and learning support assistants (LSAs) effectively support pupils with SEN during lessons and enable them to access the work.

The school is an inclusive community. All pupils, irrespective of social background, gender, disability or ethnicity are positively included in all appropriate school activities. The policy for Equal Opportunities is successfully implemented as is the policy to address racism and other forms of discrimination.

Leadership and management

The school is very well led and managed. The head teacher and deputy form an outstanding leadership team. There is a strong sense of purpose, a clear philosophy and sense of direction that are articulated in the school's aims and its new vision statement. Policies have been developed and reviewed for all important aspects of the school's work, all of which reflect both high expectations and a commitment to raising standards of achievement. Considerable consultation takes place to involve parents, staff, children and Governors in the formulation of key policies and the school's vision is clearly communicated to all concerned.

The head teacher carries out her role with energy and a dedication to the wellbeing and high achievement of the pupils. She has a thorough knowledge of the work of the classrooms. She leads by example and ensures the school's aims and values are consistently promoted in its daily work. She has had a great impact on the school since her appointment, particularly in terms of improving the quality of provision for the pupils.

The deputy too, is highly effective in her role. Her curriculum leadership has resulted in improvements in both teaching quality and standards of achievement. She contributes fully to the success of the school's professional leadership.

The school places great emphasis on the role of subject leaders in monitoring and evaluating quality and standards. In some cases, they have made a significant contribution to raising the pupils' achievements.

The School Improvement Plan (SIP) includes challenging targets for all its priorities. It is comprehensive and detailed but easily accessible.

The governing body has a good understanding of its role and has been fully involved in setting the school's strategic direction. It has taken several strategic decisions that have had a positive effect on the quality of education in the school, for example improving the grounds and increasing provision for ICT.

Resources are managed efficiently. Spending decisions are related to the school's priorities in the SIP. The school gives good value for money.

The head teacher deploys staff efficiently and effectively in order to make the best use of time, expertise and experience. The deputy head teacher, who currently does not have full time responsibility for a class, has made a significant contribution to raising standards across the school.

The school has sufficient appropriately skilled support staff to enable teaching and administration to function effectively. The school runs very well on a day to day basis. Support staff make a very significant contribution to the school.

Progress since the last inspection has been steady overall. After a period of little development, the school has made excellent progress in the last eighteen months. For example it has improved provision and raised standards in IT, which was identified as a weakness in the last inspection. It is now a considerable strength. It has also reviewed and updated many school policies and schemes of work in order to meet statutory and other requirements. These now provide a firm basis for the school to achieve even greater success.

Recommendations

In order to build still further on its current achievements the school should:

- R1 Raise standards in those subjects where there are shortcomings and improve standards in Welsh and history in key stage 2.
- R2 Ensure that all pupils in the early years are provided with challenge, progression and coherence in their learning
- R3 Achieve consistently high quality in teaching and learning across the school and:
- fully implement, monitor, and develop the school's policy for teaching and learning;
 - give the pupils more responsibility for their own learning and develop their independence;
 - develop pupils' skills progressively across the school.
- R4 Continue to develop processes of self evaluation with staff, parents, governors and pupils in order to create an open, positive learning culture.

The school has already identified the issues highlighted by the above recommendations in its SIP.

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 inspection team wishes to thank the head teacher, staff, governors and children for their courtesy, willing co-operation and hospitality throughout the inspection process. The team also wishes to thank all the parents whose views, expressed orally and in writing, helped to inform the inspection. Particular thanks are also due to the head teacher in the role of nominee who contributed greatly throughout.