

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**All Saints R.C. Primary School
Heol yr Ysgol
Ebbw Vale
NP23 6QP**

School Number: 6773315

Date of Inspection: 19 January 2009

by

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All Saints R.C. Primary School was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of All Saints R.C. Primary School took place between 19/01/09 and 21/01/09. An independent team of inspectors, led by Merfyn Douglas Jones 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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The 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 RC Primary School is situated in the north end of the small town of Ebbw Vale. The area is of mature council houses and is considered to be generally economically disadvantaged. A small minority of pupils (32), travel from other areas of Ebbw Vale.
2. Currently, there are 144 pupils aged between three and eleven years, on roll, including ten full-time and five part-time nursery children. There has been a steady decline in the number of pupils on roll over the last three years due to the general fall in the birth rate.
3. The school considers its intake to be of mainly less able pupils. Two pupils have a statement for their Special Educational Needs (SEN). There are 44 pupils on 'school action' and 15 on 'school action plus' of the SEN register, a total of forty six per cent. This is well above the national average.
4. Forty-eight per cent of pupils are entitled to free school meals, which is well above the local and national averages. Four pupils are 'looked after' by the Local Education Authority (LEA).
5. Ninety-six per cent of pupils come from English speaking homes with four per cent from ethnic minority groups. There are no natural Welsh speakers.
6. Including the head teacher, there are six full-time and three part-time teachers. Also, there are four full-time and one part-time classroom support assistants.
7. The school was last inspected in February 2003. In recent years, the school has achieved the Basic Skills Award three times, The Healthy Schools Award three times and the Eco silver and bronze awards.

The school's priorities and targets

8. The school Mission Statement is 'At All Saints School, we learn together in a Caring, Sharing and Loving environment.'
9. The school's main aims are to:
 - Create a caring Catholic Community in which the Catholic Faith is put into daily practice.
 - Deliver the National Curriculum.
 - Involve parents and the parish
 - Foster positive attitudes and encourage high expectations.
 - Develop concerns for all.
 - Promote a healthy and active lifestyle.

10. The school's priorities for 2008 – 2009
- Develop staff's understanding and knowledge of the Catholic faith and develop RE planning.
 - Develop the use of ICT across the curriculum.
 - Implement the Foundation Phase in Early Years.
 - Develop literacy in underachieving pupils through the 'Raise' project.
 - Continue to develop curriculum teams.
 - Further develop pupils' standards in music, the humanities and mathematics.
 - Support able and talented pupils.
 - Continue with healthy school initiative.

Summary

11. All Saints Primary School is a good school which provides an outstanding caring and supportive environment. Spiritual values are very well promoted and the head teacher and staff work very hard to raise pupils' standards of achievements and self-esteem.

Table of grades awarded

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

12. Baseline assessments indicate that standards on entry are generally below The Local Education Authority (LEA) averages.
13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
14. Under-fives and pupils in both key stage 1 and key stage 2 make good progress and achieve good standards in the key skills of listening, reading, numeracy and the use of information and communication technology (ICT). However, there are shortcomings in their speaking and writing skills. Pupils' creative and problem solving skills are good and demonstrated well across the curriculum. Their independent learning skills are underdeveloped.
15. Pupils with special needs (SEN) make good progress and achieve the targets set in their individual educational plans. They respond well to the good support provided. Pupils learning English as an additional language as well as 'looked after' children also make good progress.
16. End of key stage 1 assessment results over the last three years indicate a steady improvement in the core subject indicator. That is, the percentage of pupils achieving level 2 or above in English, mathematics and science. When compared to similar schools, i.e. schools with a similar percentage of pupils entitled to free school meals, key stage 1 core subject indicator results in 2008 are just below average.
17. When compared with similar schools, key stage 2 results are generally below the average. However, the three year averages indicate that the school is making slow but steady progress in moving out of the lower 50 per cent band.

18. Taking account of pupils' below average starting points and the large number with special educational needs, individual pupils make good progress towards meeting their own targets. However, their awareness of their own learning is underdeveloped.
19. Generally, girls out-perform boys at both key stages but the difference between the achievements of boys and girls is being narrowed.
20. Bilingualism is not well integrated into the life of the school and, as such, the pupils' bilingual skills are limited. Pupils have a good knowledge of the heritage and culture of Wales.
21. Pupils make good progress in their personal, social, moral and cultural development, their spiritual development is outstanding. They generally show care and concern for others and the majority work hard in lessons. Pupils' behaviour in lessons, around the school, and outside at play is good and their relationships with each other are good. Attendance has improved since the last inspection and nearly all pupils arrive punctually at the start of the day.

The quality of education and training

Grades for teaching

22. In the 18 lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	89%	11%	0%	0%

23. Teaching has improved significantly since the last inspection. Teaching in the Early Years is consistently good; with a wide variety of activities that motivate children and are clearly linked to the Foundation Phase outcomes.
24. Teaching in both key stage 1 and 2 is generally good. Where there are shortcomings, lessons lack pace and are too teacher-directed and sometimes there is a shortcoming in pupil management.
25. Most teachers have good relationships with their pupils and demonstrate consistent and effective pupil management. They work hard to raise pupils' self-esteem by showing concern and giving regular praise and encouragement.
26. Learning support assistants are deployed and used effectively. They are capable and knowledgeable and make a significant impact on pupils' learning.
27. Teachers' planning for the development of pupils' bilingual skills is underdeveloped and the regular use of incidental Welsh during the day is inconsistent.
28. In key stage 1 and key stage 2, the overall quality of assessment in the core subjects is good. The analysis of data is very thorough and all staff are

involved in discussing standards and tracking progress. However, assessment of pupils' knowledge and understanding in the foundation subjects is not yet fully developed and the marking policy is not applied consistently across the school. In general, pupils are not yet sufficiently involved in setting their own learning targets or assessing their own progress and improvement.

29. The quality of assessment, recording and reporting for children in the Early Years is comprehensive and effective in identifying children with special needs, monitoring progress and planning well matched, relevant activities.
30. Reports to parents provide targets that will help pupils to improve but do not provide sufficient information on what pupils know, can do and understand, particularly in the foundation subjects. Reports to parents of children in the Foundation Phase give clear information for each area of development and are of good quality.
31. The school responds well to the learning needs of all its pupils and is equally accessible to all. A strong caring ethos is evident throughout the school. All pupils, regardless of background or circumstance, are welcomed and fully included in the life of the school. This is an outstanding feature.
32. The key skills of listening, reading, ICT and numeracy are promoted well. However, provision for other key skills such as speaking, writing, bilingualism and pupils' ability to improve their own learning have some shortcomings and are underdeveloped.
33. Learners' experiences are broadened and enriched through a wide range of well planned out-of-school and extra-curricular activities. Provision for pupils' spiritual, moral, social and cultural development has many good features.
34. The way the school provides work-related education for its pupils is an outstanding feature of the school. The school treats its responsibility to educate its pupils in caring for the environment very seriously.
35. The school has very good partnerships with parents, the community and other educational institutions. Strong links are forged with the local parish and community.
36. The way in which the school plans and manages its care arrangements, and makes use of the various support services, is another outstanding feature of the school. The school's provision for the healthy development, safety and well being of all pupils, including children in the Early Years, is outstanding.
37. The school has very good procedures in place to ensure that new pupils settle into the routines and demands of school life with a minimum of disruption to their learning.

38. The overall quality of provision for additional learning needs is good and fully complies with the Code of Practice for Wales and the statutory framework for inclusive education.
39. The school strives to ensure that no pupil is disadvantaged due to any form of disability. The way in which pupils with disabilities are fully integrated is an outstanding feature of the work of the school.

Leadership and management

40. The head teacher has a broad vision and a determination to improve all aspects of school life for the benefit of all the pupils. She provides very good leadership and has created a supportive environment within which teachers and support staff work together as an effective team and take their responsibilities seriously.
41. The governing body meets regularly and has a well-established and effective committee structure. As a consequence, they are all fully involved in helping to set the strategic direction of the school.
42. Self-evaluation procedures are comprehensive and effectively based on first hand experience. They involve all the school's stakeholders, including parents and pupils. The head teacher has developed a culture of review and self-criticism among the staff, governors and pupils.
43. The detailed self-evaluation report clearly identifies the school's strengths and areas for development, referring to appropriate sources of evidence to support the outcomes for each of the seven key questions. These inform the priorities in the school development plan.
44. The school has made good progress in addressing most of the issues identified at the last inspection. However, one key issue, regarding teachers' marking and individual pupil target setting, remains as a recommendation.
45. There are sufficient qualified and experienced teachers to meet the needs of pupils and deliver the curriculum effectively. Specialist staff to support pupils learning English as an additional language and Additional Learning Needs are particularly effective in enhancing pupils' learning.
46. Pupils have access to a range of good quality resources appropriate to their needs and linked to a rolling programme of development planning. Accommodation for the number of pupils is adequate and buildings are in good condition and well cared for. The areas provided for the under fives are spacious, well equipped and add greatly to the learning experiences of these children. An outstanding feature is the school's outside classroom.
47. The Governors' finance committee play a key role in reviewing resources and ensuring value for money. Overall, the school provides good value for money.

Recommendations

48. In order to improve, the school needs to:
- R1 improve pupils' bilingual skills;
 - R2 *continue to develop pupils' speaking and writing skills;
 - R3 provide more regular opportunities for pupils to work independently;
 - R4 ensure greater consistency in teachers' marking, and involve pupils more in setting and reviewing their own targets for improvement;
 - R5 improve the quality of the annual pupil reports to parents.

* identified as a priority in the school's recent development plan.

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

49. The findings of the inspection team match the judgements made by the school in its self-evaluation.
50. End of key stage 1 assessment results over the last three years indicate a steady improvement in the core subject indicator. That is, the percentage of pupils achieving level 2 or above in English, mathematics and science. When compared to similar schools, i.e. schools with a similar percentage of pupils entitled to free school meals, key stage 1 core subject indicator results in 2008 are just below average.
51. In 2008, the end of key stage 2 assessment results indicate that 68 per cent of pupils attained level 4 or better in English, 76 per cent in mathematics and 79 per cent in science. The national averages (2007) are 79 per cent in English, 79 per cent in mathematics and 86 per cent in science.
52. When compared with similar schools, key stage 2 results are generally below the average. However, analysis of assessment results over the last three years indicates that pupils' overall achievements in both key stages have steadily improved.
53. The three year averages, compared to similar schools, based on the percentage of pupils entitled to free school meals, indicate that the school is making steady progress in moving out of the lower 50 per cent band.
54. Taking account of pupils lower than average starting point when they enter school and the large percentage of pupils with special needs, individual pupils make good progress towards meeting their own targets. This is because their attitude towards learning is of the highest quality and the vast majority are eager to learn and work hard. However, their awareness of their own learning is underdeveloped.
55. Generally, girls out-perform boys in both key stages but the difference between the achievements of boys and girls is being narrowed.
56. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
57. On-entry baseline assessments indicate that children's abilities, particularly in speaking, are below local averages.
58. Under-fives and pupils in key stage 1 and 2 make good progress in the key skills of listening, reading, numeracy and the use of information and

communications technology (ICT). However, there are shortcomings in their speaking and writing skills in terms of being able to express themselves clearly and confidently.

59. Pupils with special needs make good progress and achieve the targets set in their individual educational plans. They respond well to the good support provided. Pupils learning English as an additional language also make good progress.
60. Bilingualism is not well integrated into the life of the school and, as such, the pupils' bilingual skills are limited. Pupils have a good knowledge of the heritage and culture of Wales.
61. Most pupils succeed regardless of their ability, gender or social background. Discussions with pupils indicate that they are aware that everybody is treated the same and given the same opportunities.
62. Pupils make good progress in their personal, social, moral and wider development. Their spiritual awareness is outstanding and regularly demonstrated during daily acts of religious worship.
63. They generally show care and concern for others and the majority work hard in lessons and are keen to join in with the activities available to them. Pupils respond well to the efforts of staff to raise self esteem through praise and encouragement and generally demonstrate responsible attitudes which have a beneficial effect on their progress.
64. Pupils are developing good knowledge and skills that help them to understand moral and social issues and enjoy taking on responsibilities such as School Council, ECO committee, Buddies and class monitors. Their creative and problem solving skills are good and demonstrated well across the curriculum. However, their independent learning skills are underdeveloped.
65. Behaviour in lessons, around the school, and outside at play is good. Older pupils are extremely good role models for the very youngest children. Most pupils are polite and friendly and courteous towards each other and visitors.
66. Pupils' relationships with each other are good. They show great respect for their classmates whatever their background or culture. Pupils say confidently that unkindness or bullying is extremely rare. No pupils were excluded in the last 12 months.
67. Attendance has improved since the last inspection and, while it is below the Welsh national average for primary schools, is above that of similar schools as determined by the percentage of free school meals. Nearly all pupils arrive punctually at the start of the day.
68. Pupils have a very good understanding of the workplace and a very good understanding of what it is like to be members of a community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

69. The findings of the inspection team match the judgements made by the school in its self-evaluation.

70. In the 18 lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	89%	11%	0%	0%

71. Teaching grades demonstrate a significant improvement from the last inspection figures of 56 per cent grade 2 or better. Although no lesson had outstanding features, those graded 2 exceed the national picture described by Her Majesty's Chief Inspector in his most recent 2006-2007 report.

72. Teaching in the Early Years is consistently good; with a wide variety of activities that motivate children and are clearly linked to the Foundation Phase outcomes. The learning environment for these children effectively promotes the skills and attitudes necessary for learning.

73. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils.

74. Teachers have good relationships with their pupils and demonstrate consistent and effective pupil management. They work hard to raise pupils' self-esteem by showing concern and giving regular praise and encouragement.

75. Lessons are well planned with clear objectives, which are carefully explained to pupils at the start of each lesson. Planning takes good account of the needs of individual pupils, including those with SEN or with English as an additional language.

76. The planning for the development of pupils' bilingual skills is underdeveloped and the regular use of incidental Welsh during the day is inconsistent between classes.

77. Teachers make good use of questioning to elicit pupils' views and feelings, and to develop their communication and investigative skills. They intervene sensitively to support pupils and give clear explanations.

78. They use appropriate resources and artefacts to enhance pupils' learning and pupils are well motivated by a variety of experiences, including visits and visitors.

79. Learning support assistants are deployed and used effectively. They are capable and knowledgeable and make a significant impact on pupils' learning.
80. Teachers have good up-to-date subject knowledge through regular in-service training and demonstrate enthusiasm in their teaching. Their knowledge and understanding of the requirements of the national curriculum is good overall.
81. Where there are shortcomings, lessons lack pace and are too teacher-directed and sometimes there is a shortcoming in pupil management.
82. The overall quality of assessment has good features that outweigh shortcomings. An appropriate emphasis is on formative assessment and in addition, a range of standardised tests, to identify strengths and weaknesses in the core subjects, is administered systematically to measure pupils' progress. A comprehensive tracking system is being piloted which provides a clear and effective view of standards for individuals and for class groups. The analysis of data is very thorough and all staff are involved in discussing standards and tracking progress.
83. The quality of assessment, recording and reporting for children in the Early Years is good. It is comprehensive and effective in identifying children with special needs, monitoring progress and planning well matched, relevant activities.
84. In key stage 1 and key stage 2, moderated portfolios of work in English, Maths and Science are securely in place with levelled examples of work and provide useful working documents. However, assessment of pupils' knowledge and understanding in the foundation subjects is not yet fully developed and teachers' awareness of pupils' achievements in these subjects is less secure.
85. The school's arrangements for moderation to strengthen teachers' assessment skills at the end of key stage 2 transfer stage is effective. Useful transition records are in place which incorporate a good balance of personal and academic information including information on additional learning needs and more able and talented pupils.
86. Teachers are conscientious in marking work regularly. However, the marking policy is not applied consistently across the school and the quality and usefulness varies considerably. In the best examples, marking enables pupils to improve their work and to move forward rather than indicating that a task is complete.
87. In general, pupils are not yet sufficiently involved in setting their own learning targets or assessing their progress and improvement. Individual learning diaries enable pupils to reflect on what they have learned during the previous week but are in the early stage of effectiveness.
88. Reports to parents provide targets that will help pupils to improve but do not provide sufficient information on what pupils know, can do and understand, particularly in the foundation subjects. Reports to parents of children in the

nursery and reception class give clear information for each area of development and are of good quality.

89. Parents do not have an opportunity to provide written comments on their children's reports but they do have an opportunity to discuss them with members of staff. Arrangements for parents to discuss their children's progress and the general open door approach are well established.

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

Grade 2: Good features and no important shortcomings

90. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
91. The school responds well to the learning needs of all its pupils and is equally accessible to all, including those who have additional learning needs, those who are more able and talented and those for whom English is an additional language. The curriculum fully complies with statutory requirements.
92. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes. Children receive a good start at school and benefit from a wide range of interesting and effective learning experiences, both indoors and outdoors.
93. Throughout the school, a broad and balanced curriculum is delivered through a two year cycle of well planned topics which stimulate and motivate pupils. Some specific separate subject teaching also takes place, especially at key stage 2, to ensure that all the requirements of the national curriculum are met. Learning experiences are carefully planned and structured to ensure continuity and progression and the curriculum builds effectively on existing knowledge, understanding and skills.
94. The development of key skills throughout the school has good features that outweigh shortcomings and the school has highlighted this area for further development in the current school development plan.
95. The school was successful in attaining the Basic Skills Agency Quality Mark for the third time in 2008. The key skills of listening, reading, information and communications technology and numeracy are promoted well. However, other key skills such as speaking, writing, bilingualism and pupils' ability to improve their own learning have some shortcomings and are underdeveloped. In particular, the key skill of speaking is not rigorously planned for nor monitored throughout the school.
96. Learners' experiences are broadened and enriched through a wide range of well planned out-of-school and extra-curricular activities. Pupils benefit from

visits to places of interest connected with their class topics. For example, reception and year 1 pupils visit the Brecon Mountain Railway as part of their topic on transport and key stage 2 pupils visit The Yeoman's House and Church at St Fagans when studying the Tudors.

97. Good quality after school clubs are mainly provided for key stage 2 pupils and include sports clubs such as rugby, football and netball as well as others such as philosophy, art, choir and crafts. Pupils also benefit from visiting musicians, involvement in theatrical productions and other cultural activities. There are also very close and enriching links with the local Catholic Church, parish and community activities.
98. The school's provision for pupils' spiritual, moral, social and cultural development has many good features with no important shortcomings and a strong caring ethos is evident throughout the school. Acts of collective worship are reverent occasions which enrich pupils' experiences, meet statutory requirements and provide well planned opportunities for pupils to reflect on their beliefs. They are outstanding in promoting pupils' spiritual development and instilling a sense of pride in belonging to the school community.
99. All staff provide good role models and this helps to promote pupils' moral and social development well.
100. Pupils have a number of opportunities to take responsibility such as acting as monitors or buddies, serving on the school council or ECO committee and helping with younger pupils at lunchtimes. Opportunities for pupils to visit and help pupils from Pen y Cwm special school and to be involved in fund raising projects also do much to develop pupils' social responsibility.
101. Pupils' cultural development is good with well planned opportunities, such as visits to St Fagans, Cardiff Stadium and an annual school Eisteddfod, for pupils to acquire good knowledge and understanding of the traditions, culture and history of Wales. The celebration of festivals such as Diwali and opportunities to take part in African drumming workshops for example, provide opportunities to develop understanding and respect for other cultures.
102. Provision for pupils' personal development is good across the school. As a result of regular personal and social sessions and circle time, pupils are made to feel that their contribution to the life of the school is valued and appreciated.
103. The way the school provides work-related education for its pupils is an outstanding feature of the school. Despite being fairly distant from the major centres of industry and commerce, the school has developed a very fruitful relationship with the local Education Business Partnership. This has resulted in many staff taking placements with commercial organisations from which they have developed projects to enhance pupils' learning. Sessions run by visitors to the school, such as the one by the surveyor described earlier, are also used to support various subjects in the curriculum. In this case links with

history, science, mathematics and geography were very effectively demonstrated.

104. The school treats its responsibility to educate its pupils in caring for the environment very seriously. The Eco club has helped it achieve the bronze and silver levels of the Eco Schools Award in just one year and has raised the profile of recycling items, such as paper, plastic bottles and clothing, throughout the school. It is also involved in energy and resource conservation through switching off lights and utilising rainwater for irrigation. Also, the pupils run their own garden area where they grow fruit and vegetables which they then cook and eat. They also plant flowers. In addition, there is a well-developed wildlife area which serves as an outdoor classroom.
105. The school is now embarking on the implementation of detailed curriculum maps and associated topic plans which will see the whole aspect of sustainable development and global citizenship embedded within the life and teaching of the school.
106. Pupils are being introduced to skills, such as problem solving and decision making, during their lessons. However, there is no planned approach to the development of entrepreneurial skills and little opportunity to be involved in mini-enterprise schemes or activities where they can learn the basics of budgeting and financial control.
107. The school is very supportive of national initiatives designed to raise its pupils' achievement levels and improve the effectiveness of their transition to secondary education. It is also making them aware of the importance of learning for their future personal and economic well being and encouraging them to develop a strong learning ethic.
108. The school has very good partnerships with parents, the community and other educational institutions. Parents support the school by fund raising and also become actively involved in school life through PACT (Parents and Children Together).
109. The school also has good links with other schools including Pen y Cwm special school and the secondary schools to which pupils transfer. Strong links are forged with the local parish and community with the school taking part in a number of joint musical and other initiatives. The school also offers placements to a number of colleges and schools including offering placements to disaffected pupils from the local comprehensive.
110. The use of incidental Welsh is inconsistent across the school and opportunities for pupils to use the Welsh language and to develop their bilingual skills are often missed. The *Cwricwlwm Cymreig* is well integrated across the curriculum.
111. Arrangements for tackling social disadvantage are very good and an outstanding feature of the school. All pupils, regardless of background or

circumstance, including those who have been excluded from other schools, are welcomed and fully included in the life of the school.

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

Grade 1: Good with outstanding features

112. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
113. The way in which the school plans and manages its care arrangements, and makes use of the various support services, is an outstanding feature of the school. Parents are particularly appreciative of the support they and their children receive. Their views are sought through a periodic questionnaire and acted upon where possible. For example, a newsletter, describing what is to be taught during the coming term, was introduced following such a survey.
114. The school has a very high percentage of pupils with SEN covering a wide range of physical, emotional and physical difficulties. Their needs are addressed well through an exceptional partnership between the teaching and support staff. The latter, in particular, are constantly updating their knowledge and understanding in order to meet the individual needs of their charges.
115. There is also a very successful 'rainbow' club, which helps pupils with emotional needs to come to terms with the situations in which they find themselves. Dinner supervisors, meanwhile, have all achieved an NVQ Level 1 qualification and play their part in ensuring lunchtimes are an enjoyable experience for all concerned.
116. The school council is representative of all year groups with two pupils from each year elected two then represent the school at the LA Grand Council. The council enables pupils to become involved in influencing their life within the school such as in deciding the rewards for good attendance.
117. The school has a good system for monitoring, addressing and promoting attendance. It works very closely, in conjunction with the educational welfare officer, with the very few families whose children have poor attendance or punctuality records. The system for managing behaviour is also very effectively implemented leading to the good standard of behaviour throughout the school.
118. Teachers take very good account of the Personal and Social Education Framework and excellent use is made of personnel and events outside school. The very good relationships teachers have with their pupils enables full and frank discussions over a wide spectrum of educational and pastoral issues.
119. The school has very good procedures in place to ensure that new pupils settle into the routines and demands of school life with a minimum of disruption to

their learning. Also, good strategies are in place to ease the transition of pupils in year 6 into their next stage of education.

120. The school's provision for the healthy development, safety and well being of all pupils, including children in the Early Years, is outstanding. The school treats the security and safety of its pupils with the highest priority and has the appropriate safeguards and procedures in place.
121. In its latest safety inspection of the school, the report by the LA Health and Safety Manager stated, "The management of health and safety in the school is of the highest possible standard and the head teacher's knowledge of legislation is excellent. Her practical approach to managing safety is exemplary".
122. The importance of physical exercise is reinforced during lessons and the range of well-supported after-school sports clubs enables pupils to experience the benefits of regular exercise. The pupils who attend the breakfast club receive a 'healthy' start to the day, pupils are encouraged to drink water at all times and the fruit tuck shop is well patronised during the morning break. The school also has a healthy snack policy and even run a session for parents and their children to introduce them to what constitutes a healthy lunch box. In recognition of its efforts in this area, the school is now awaiting its fourth accreditation for the Healthy Schools Award.
123. The head teacher is the designated person for child protection. She administers an appropriate system in line with local and national guidelines and is supported by a specific governor. All staff have received awareness training which covers the completion of 'cause for concern forms' which are promptly returned to the head teacher or her deputy. There is also a clear system for dealing with any appeals or complaints.
124. All forms of oppressive behaviour, discrimination and harassment are strongly discouraged. The school sets out clear guidelines regarding what constitutes unacceptable behaviour, which are understood and followed by most pupils. These are reinforced through personal and social education lessons and during assemblies. Pupils, spoken to during the inspection, acknowledged that bullying did occasionally occur, but felt that staff were very good at resolving situations promptly. They particularly liked the role the 'buddy' system had to play in resolving conflicts.
125. The overall quality of provision for additional learning needs is good with no important shortcomings and fully complies with the Code of Practice for Wales and the statutory framework for inclusive education. The school follows a policy of early intervention so that when necessary, children receive appropriate support at the earliest opportunity.
126. Comprehensive information on pupils is gained from teachers' day to day assessments, from a wide range of commercially produced, diagnostic assessments and from referrals from outside agencies such as the health visitor. Class teachers, the SENCO and the head teacher analyse this

information very effectively to ensure that appropriate provision is made for pupils who have additional learning needs.

127. Individual education plans are of good quality and contain clear and relevant targets, usually based on literacy, that are well matched to individual needs. They are reviewed on a termly basis and the school endeavours to ensure that parents are involved at all stages. On some occasions, targets set in individual education plans are linked to targets in class learning diaries but this is not yet consistent practice across the school.
128. Blaenau Gwent Specific Learning Difficulties Service give very good support to pupils in key stage 2 on a regular weekly basis. These sessions are highly effective and help pupils to make good progress with their literacy targets. Pupils report that they enjoy their additional help and feel that they are making good progress. Close links with class teachers ensures that a well co-ordinated programme is in place.
129. Withdrawal groups run by support staff support identified pupils with reading enrichment and parents report that the RAISE initiative is boosting performance and that pupils clearly benefit.
130. Pupils with additional learning needs are well integrated into the life of the school and attitudes to pupils are positive and constructive. The SENCO, Head teacher, class teachers and support staff all liaise willingly and effectively with a range of outside agencies and parents to provide good quality support. The school also benefits from visits from an outreach worker based at Pen y Cwm special school and staff report that this has a beneficial effect on provision.
131. Pupils who are more able and talented are identified through cognitive ability tests (CAT) scores and strategic intervention groups are held weekly in either literacy or numeracy to ensure that the needs of this group are met.
132. The school deals effectively with pupils who have behavioural problems and ensures, through a variety of strategies, that all pupils have the opportunity to learn effectively without interference or disruption. Behavioural contracts are clear and effective and there have been no exclusions over the past twelve months. The care taken to integrate pupils with behavioural difficulties is a strength of the school.
133. All Saints is an inclusive school that regards inclusion as central to its ethos. Staff provide good role models and strive to ensure that all pupils, whatever their ability, need, background or ethnicity, have equal opportunities to participate in all school activities and receive an equal quality of care. This is an outstanding feature of the school.
134. A variety of events are organised within the school to help pupils to recognise and respect issues of diversity. For example, Diwali is celebrated and pupils explore the Chinese New Year and study countries such as India and Africa. Other faiths such as Islam, Judaism and Hindu are also studied by older

pupils. Positive behaviour strategies within the school reinforce good race relations amongst pupils and the school's racial equality policy is made known to all staff, pupils and parents.

135. The school actively promotes gender equality and boys and girls receive equal treatment and opportunities to take part in all activities. The school uses Circle time, lessons in personal, social and health education and collective worship effectively to address issues of equality and to reinforce values.
136. The school strives to ensure that no pupil is disadvantaged due to any form of disability. A clear action plan has been submitted to the LEA to address the statutory requirements of the Disability Discrimination Act and ramps have recently been added to the school. The way in which pupils with disabilities are fully integrated is an outstanding feature of the work of the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

137. The findings of the inspection team match the judgements made by the school in its self-evaluation.
138. The school has a clear mission statement and overall aims with regard to teaching and learning, behaviour, relationships and the Catholic Faith. These have been drawn up and agreed by staff and governors who are committed to raising standards and to providing an outstanding caring and inclusive school.
139. The head teacher has a broad vision and a determination to improve all aspects of school life for the benefit of all the pupils. She provides very good leadership and has created a supportive environment within which teachers and support staff work together as an effective team and take their responsibilities seriously.
140. The head teacher and subject leaders take the lead in monitoring and evaluating teaching and learning. There is a rolling programme for monitoring and evaluating pupils' work and progress.
141. Discussions with parents and the analysis of their returned questionnaires indicate high respect for the head teacher and staff.
142. There are agreed policies and shared values regarding equal opportunities, racism and personal and social development. These are well understood by staff and are very well promoted across the school.
143. The school takes good account of all the Welsh Assembly Government (WAG) priorities, particularly the provision for promoting a healthy lifestyle which is very well developed. The school is making good progress towards the implementation of the Foundation Phase.
144. The head teacher and staff work closely with other local schools and the LEA. There are regular moderation meetings with the local schools.
145. There is an effective staff appraisal system which successfully links both teachers' professional development and the priorities set by the school in its School Development Plan. Non-teaching staff are encouraged to gain higher qualifications and improve their expertise. Induction procedures for newly appointed members of staff are very supportive and effective.
146. The governing body has a good knowledge of the aims and vision of the school. They have a good understanding of their responsibilities and a good grasp of the school's strengths and the areas for development. This is

because they are actively involved in monitoring the quality of provision throughout the school.

147. The governing body meets regularly and has a well-established and effective committee structure. As a consequence they are all fully involved in helping to set the strategic direction of the school.
148. The governing body fulfils all its legal and statutory responsibilities.

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

Grade 2: Good features and no important shortcomings

149. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
150. Self-evaluation procedures are comprehensive and effectively based on first hand experience. They involve all the school's stakeholders, including parents and pupils. The head teacher has developed a culture of review and self-criticism among the staff, governors and pupils.
151. Subject leaders monitor and evaluate development and progress in the subjects for which they are responsible and use the information gained to produce a subject development action plan. They carefully scrutinise pupils' work and teachers' planning documents, and question pupils across the year groups to assess their knowledge and understanding.
152. Classroom observations to monitor teaching and learning are well established. The tracking of individual pupils is an on-going feature as is the analysis of assessment data to identify trends and weaknesses.
153. The detailed self-evaluation report clearly identifies the school's strengths and areas for development, referring to appropriate sources of evidence to support the outcomes for each of the seven key questions. These inform the priorities in the school development plan.
154. Targets are set in the school development plan and these are regularly monitored and reviewed by staff and governors. The governing body ensures that each target is fully supported by appropriate resources.
155. The significant rise in pupils' standards of achievement in recently targeted areas, such as Music and ICT, indicates the effectiveness of the school's planning for improvement.
156. The school has made good progress since the last inspection in addressing most of the identified issues. However, one key issue, regarding teachers' marking and individual pupil target setting, remains as a recommendation from this inspection.

157. The inspection team agreed with the judgements made by the school on six of the seven key questions.

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

Grade 2: Good features and no important shortcomings

158. The findings of the inspection team do not match the judgement of grade 1 made by the school in the self-evaluation report because insufficient outstanding feature were identified.
159. There are sufficient qualified and experienced teachers to meet the needs of pupils and deliver the curriculum effectively. All teachers have clearly defined roles and good subject knowledge and there are specialist staff employed to enhance the curriculum.
160. The overall provision of support staff is good and they are fully involved in planning and evaluating. They make a valuable contribution in supporting the curriculum and this has clear benefits for the pupils. Specialist staff to support pupils learning English as an additional language and Additional Learning Needs are particularly effective in enhancing pupils' learning.
161. The school has effectively organised and implemented the statutory requirements for planning, preparing and assessing time for teachers. The head teacher and governors are monitoring its effectiveness and report that it is having a positive effect on raising pupils' achievements. Workload initiative funding is well used to provide support for teachers and therefore meets statutory requirements.
162. The school secretary makes a significant contribution to the administration of the school and carries out responsibilities efficiently and effectively. Ancillary staff, including the caretaker, mid-day supervisors, canteen staff and cleaners make a valued positive contribution to the life of the school.
163. Pupils have access to a range of good quality resources appropriate to their needs and linked to a rolling programme of development planning. Teaching and support staff deploy resources effectively to advance pupils' learning.
164. Resources for the under fives are of good quality and contribute well to high standards and effective learning.
165. ICT is well resourced and interactive whiteboards are used effectively to support learning across the curriculum.
166. Accommodation for the number of pupils is adequate and buildings are in good condition and well cared for. Good quality displays enhance learning and provide a stimulating environment. The areas provided for the under fives are spacious, well equipped and add greatly to the learning experiences of these children.

167. An outstanding feature is the school's outside classroom which links carefully into the schools' efforts to provide experiences for pupils that will help them to develop lifelong learning skills and be well prepared for the world of work.
168. The Governors' finance committee play a key role in reviewing resources and ensuring value for money. There is an appropriate balance between the governors' decision making and the head teacher's monitoring role. Overall, the school provides good value for money.

School's response to the inspection

The head teacher, staff and governors at All Saints Catholic Primary School welcome the ESTYN report following inspection in January 2009.

The inspection report supports the school's own self-evaluation report and acknowledges the progress made since the last inspection.

We are particularly pleased that the team recognised the outstanding features of care and support that we offer our children and the spiritual values that are very well promoted throughout the school. The many outstanding features identified in Key question 4 we believe identifies the essence of our school and our broad view of education.

The inspection team also recognised the hard work of all staff to raise pupils' standards of achievement and self-esteem.

The head teacher, staff and governing body will develop a plan to address the recommendations made in the report and will inform stakeholders.

The head teacher, staff and governors would like to thank the inspection team for their courtesy and professionalism throughout the time of inspection.



Appendix 1

Basic information about the school

Name of school	All Saints R.C. Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Heol yr Ysgol, Ebbw Vale
Postcode	NP23 6QP
Telephone number	01495 303631

Head teacher	Mrs Denise Olsen
Date of appointment	1 st September 2000
Chair of governors/ Appropriate authority	Father M Hagerty Blaenau Gwent LEA
Registered inspector	Mr Merfyn Douglas-Jones
Dates of inspection	19 th – 21 st January 2009

Appendix 2

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	12.5	16	15	19	16	27	17	21	143.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	7.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	13:2
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	99%	89%	92%
Summer 2008	93%	92%	92%
Autumn 2008	92%	99%	92%

Percentage of pupils entitled to free school meals	48%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					15
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	7	27	67	0	
		National	0.3	3	14	63	19	
En: reading	Teacher assessment	School	0	7	27	67	0	
		National	0.3	4	15	55	26	
En: writing	Teacher assessment	School	0	7	27	67	0	
		National	0.3	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	7	13	80	0	
		National	0.3	2	11	64	23	
Mathematics	Teacher assessment	School	0	7	27	67	0	
		National	0.3	2	11	65	22	
Science	Teacher assessment	School	0	7	13	80	0	
		National	0.3	1	9	66	80	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	67	In Wales	80
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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 2008			Number of pupils in Y6					22			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	16	16	63	5
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School						5	16	63	16
		National					1	3	15	50	30
Science	Teacher assessment	School							21	74	5
		National					1	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by teacher assessment		by test	
In the school	63	In the school	n/a
In Wales	74	In Wales	n/a

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 4

Evidence base of the inspection

A team of three inspectors, including a lay inspector, inspected the school over eight inspector days. A peer assessor also played a full part as a team member.

The head teacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, the governing body and parents to discuss the life and work of the school.

Nineteen questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the head teacher, teachers, support staff, LEA link officer and pupils about their work and the life of the school.

Eighteen lessons were observed during the inspection.

Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Douglas Jones Registered Inspector	Key Questions 1, 2, 5, 6 and 7
Mr Ted Tipper Lay Inspector	Supporting key questions 1, 3, 4 and 5
Mrs Sue Parsons Team Inspector	Key Questions 3 and 4 Special Educational Needs
Mrs Justine Proctor Peer Assessor	Supporting all key questions
Mrs Denise Olsen Nominee	Providing evidence and support

The contractor was:

Evenlode Education Ltd
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Acknowledgement:

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.