



## Gwella Inspection of Church in Wales Schools Report Proforma

### All Saints Church in Wales Primary School

Plas Cleddau  
Severn Avenue  
Cwm Talwg, Barry  
CF62 7FG

#### Diocese: Llandaff

Local authority: Vale of Glamorgan  
Dates of inspection: 9–12 January 2018  
Date of last inspection: 23–26 May 2011  
School's unique reference number: 6733372  
Headteacher: Clare Lewis  
Inspector's name and number: Dr David Ellis 101

#### School context

All Saints Voluntary Aided Primary School serves the town and the surrounding Vale of Glamorgan. There are currently 248 pupils on roll from the ages of three to eleven. Many pupils attend the school because their parents have purposely chosen a Church school education. There are eight single-year classes, including a nursery. Over the last three years, the average number of pupils eligible for free school meals is around 5%, which is well below the national average of 19%. About 12% currently have additional learning needs, which is also well below the national average. Very few pupils have a statement of special educational needs and are from an ethnic minority background. No pupils use English as an additional language or Welsh as a first language.

#### The distinctiveness and effectiveness of All Saints as a Church in Wales school are **EXCELLENT**

All Saints Church in Wales Primary School is a very effective school with many outstanding features in relation to its Christian character and its provision and management of collective worship and religious education.

The prospects for improvement are **EXCELLENT**

#### Established strengths

- Explicit Christian values underpin the school's vision and significantly impact on pupils' academic performance and wellbeing.
- Daily acts of worship are central to the life of the school.
- Achievement and progress in religious education are excellent.
- The headteacher, fully supported by staff and governors, is committed to the ongoing development of the school as a Church in Wales school.

#### Focus for development

- Produce a more concise self-evaluation report for collective worship and religious education.
- Develop links with relevant schools and Christian organisations beyond Wales.

**The school, through its distinctive Christian character, is EXCELLENT at meeting the needs of all learners**

The school has a strong Christian character that explicitly underpins its mission and vision statements. This clearly impacts importantly on pupils' standards of achievement and their all-round development, as the consistently good pupil performance and attendance data exemplifies. Specifically, nearly all pupils make good to excellent progress through the school in their knowledge and understanding of Christian principles and concepts.

The school promotes and displays its distinctive Christian character prominently in various ways, for example through its logo and motto and through various Christian signs and symbols visible around the school. All classrooms have a worship and prayer corner, which contains a cross, a candle and a Bible, and there are prayer and altar stations in the corridors. Outside, there is a well-maintained faith garden.

The school provides a very effective annual programme of Christian values, which reflect the teachings of the Bible and which permeate the curriculum and all aspects of school life. As a result, all pupils and staff feel appreciated and develop a high level of respect and consideration for each other. Parents, grandparents, governors and other visitors also benefit from this programme, for example by participating in a 'values day' at the end of each half term.

The school ensures that pupils achieve their full potential spiritually, morally, socially and culturally. Nearly all develop positive self-esteem and self-confidence. As they mature, they learn to appreciate the wonder of the created world and to form their own personal beliefs. They realise how to distinguish right from wrong and how to make appropriate choices. Their behaviour in class and around the school is almost always exemplary. During lessons, nearly all pupils work conscientiously and collaboratively, and they sustain concentration very well. They establish very positive relationships with staff and each other. They take on responsibilities willingly.

Pupils' wellbeing is a strength of the provision and various external bodies have recognised the school's outstanding work in this respect, especially in supporting pupils with social and emotional needs. The school ensures that all pupils and staff have equal opportunities and are free from harassment and intolerance. Pupils share their concerns confidently with adults and report that they have not experienced any incidents of bullying.

The school celebrates diversity effectively with a focus on common values in different faiths and cultures. Through collective worship and the curriculum, teachers raise pupils' awareness of other denominations and faiths represented in the school and the wider community, for example through presentations from visitors, such as the Muslim Women's group. As a result, nearly all pupils develop a good understanding about other people's lives and beliefs in contrast to their own.

**The impact of collective worship on the school community is EXCELLENT**

Daily acts of collective worship, either in class or whole school, are a central and inclusive aspect of the life of the school. Sessions are based on the Diocesan guidance and the Church in Wales traditions and practices. They are consistently well organised, led effectively and fully meet the requirements for a church school. All teachers and support staff attend and, together with the benefice clergy, the 'Prayer Pals' section of the school Senedd and visitors, they regularly plan, lead and evaluate the worship.

The content of collective worship is well balanced. Each act of worship begins appropriately with Year 6 pupils placing the Bible and a cross on the altar and lighting a candle, which burns as a central, symbolic focus throughout the worship. Sessions include songs or hymns, stories from the Bible or other faiths, the teachings of Jesus, Christian symbols and the cycle of the Anglican year, as well as time for reflection and prayer, including the Lord's Prayer. Leaders use incidental Welsh frequently.

Pupils throughout the school contribute regularly and effectively to collective worship. For example, they take part in Bible readings, write and read scripts and prayers of intercession, give drama performances and make presentations on various themes. Year groups lead worship sessions, which many parents attend, based on the half-term value or a faith festival. Key stage 2 pupils prepare and lead their class worship each week. Every Friday, there is a celebration assembly, which recognises and praises pupils' achievements. Once every half term, the school holds a very effective community Eucharist service in school, adapted suitably in line with Diocesan guidance for children.

All pupils respond respectfully during collective worship sessions. They enter the hall to appropriate music, sit quietly and listen attentively. Most pupils answer questions eagerly and observe moments of reflection and times of prayer with reverence. They sing enthusiastically. Consequently, their experiences have an important impact on their understanding of worship and on their spiritual and moral development. Evaluations, for example through pupil questionnaires, discussions with teachers and the outcomes of the Personal Attitude Survey, clearly indicate that pupils are positive about the daily worship sessions.

A focus on prayer is a strong feature of the school's provision. The school encourages pupils to pray for the wellbeing of their families, the school and the community. The 'Prayer Pals' meet weekly to generate a specific prayer on world issues, personal events or the liturgical calendar. They then share this prayer via the school website and school displays. It is a focus for an assembly each week. In addition, the Prayer Circle group within the All Saints School Fellowship prays regularly for the school. The school offers opportunities for pupils to write prayers as part of the religious education curriculum and to reflect and pray at specific points during the day, for example at lunchtime and at home time. In addition, pupils say they use the worship corners in the classrooms and the prayer and altar stations in the corridor regularly and spontaneously. They submit prayers and reflections at these locations for other pupils to read. In the foundation phase, a 'Prayer Bear' is taken home each week and teachers encourage pupils to bring in prayers they have written at home. As a result, nearly all pupils understand that they can pray to God at anytime and anywhere.

### **The effectiveness of the religious education is EXCELLENT**

The school treats religious education as a core subject. All pupils appropriately receive discrete lessons in the subject each week for at least 5% of their timetable. In addition, they frequently undertake related religious education work across the curriculum.

Overall, achievement and progress in religious education are excellent and reflect the high standards achieved in other curriculum areas. Nearly all pupils develop a very good knowledge and understanding of Christian beliefs and other faiths. They have a well-developed background knowledge of the Bible, the history of Christianity, the Anglican calendar and the role of the church. For example, in the Foundation Phase, many pupils say why religious stories and celebrations are important. Most write successful acrostic poems about Epiphany using their own ideas. In key stage 2, nearly all pupils develop an understanding of the concept of faith and different religious practices around the world. As a result, by Year 6 they compare beliefs and issues from different viewpoints insightfully and apply the meaning of these to their own lives. In particular, more able pupils in all classes achieve especially well in the quality and quantity of work they produce.

The quality of teaching in religious education is at least good in all classes with some excellent features. All teachers have high expectations and prepare lessons thoroughly. They make good provision for the range of abilities within their class. They use a variety of teaching strategies, promote independent learning well and conduct lessons at a good pace. Excellent teaching includes providing continual praise and encouragement alongside stimulating and challenging activities for pupils, for example using information technology and Lego. It also involves structuring and managing pupils' learning very efficiently, so that all pupils are thoroughly engaged in their tasks.

Teachers assess pupils' progress in religious education regularly and accurately. Using the Diocesan levels of attainment, they maintain a bespoke tracking system to record pupils' progress at the end of each term. All teachers consistently provide feedback to pupils on their work in line with the school's coded marking policy. Comments show how pupils can improve their performance. In turn, pupils respond to these comments and engage regularly in self and peer assessment procedures. End of year reports provide information to parents about their child's progress in religious education with targets for improvement. However, comments tend to over-emphasise the content covered rather than the progress achieved.

The school follows the Provincial Church in Wales syllabus for religious education, alongside the Church of England's values scheme and the social and emotional aspects of learning programme. The scheme of work provides an appropriate overview for each year group by term and by strand, with direct links to the national literacy, numeracy and digital competence frameworks. The syllabus also suitably covers the role of Christianity and charitable Church work throughout the world, as well as other world faiths, such as Judaism and Islam. Extra-curricular activities and a variety of educational visits to other churches and places of worship further enrich pupils' learning experiences in the subject.

The school has appropriate resources for the teaching of religious education. A variety of age-appropriate Bibles and other relevant books, as well as boxes of artefacts and on-line materials, are available for use throughout the school. Pupils learn how to access specific passages in the Bible and teachers encourage them to read extracts at various times of the day.

**The effectiveness of the leadership and management of the school as a church school is  
EXCELLENT**

All staff are involved in determining the school's strategic direction and subscribe enthusiastically to its Christian vision and mission. The headteacher leads and manages the school as a church school very effectively and ensures collective worship and religious education are of a high quality. Key members of staff oversee the day-to-day delivery and management of these aspects well and, working closely with them, the designated co-ordinator supervises the planning, recording, assessment and evaluation processes very proficiently. However, there is currently very little Diocesan in-service education and training available to ensure staff keep up-to-date with developments in collective worship and religious education.

Local clergy contribute to the Christian ethos of the school very positively. For example, the team vicar is a member of the governing body and the link governor for collective worship and religious education. He liaises regularly with the co-ordinator for these aspects and is very well informed and proactive in his role. He supports teaching and learning in the classroom weekly, including providing information on confirmation for Year 6 pupils. Together with the local rector, he conducts weekly worship sessions and the half-termly Eucharist services. The benefice clergy are also available to provide pastoral support to pupils and staff, when required. Most governors, particularly the Chair of Governors, regularly attend worship sessions and Eucharist services in the school and they undertake learning walks in relation to their areas of responsibility.

The school has well-developed procedures for self-evaluation as a church school, involving all staff, governors, pupils and stakeholders. The senior leadership team undertakes lesson observations and the collective worship and religious education co-ordinator monitors her areas of responsibility thoroughly by scrutinising pupils' work across the school, undertaking learning walks and listening to learners regularly. Detailed monitoring reports clearly identify targets for improvement in teaching. Parents' views and website surveys also contribute to the process.

The school has made good progress since the last Section 50 inspection in May 2011. For example, it has updated its prospectus and policies to include information about collective worship and religious education lessons and parents' right to withdraw their children from these aspects. There is a separate school improvement plan for collective worship and religious education, although it is very similar in its

format, targets and actions to the school's main plan. There is, therefore, scope to combine the two. There is also a separate collective worship and religious education self-evaluation report. This is detailed, but it is very long and repetitive and duplicates many statements in the main self-evaluation report.

The school works closely with its local cluster of faith schools. It is also involved in a wide range of networks of professional practice. Representatives from other schools have visited to share good practice, for example in the provision of wellbeing, collective worship and religious education. However, the school does not currently have any links with other schools or Christian organisations outside Wales to broaden pupils' horizons.

The school's partnership with the benefice of Barry and the local parish church enhances pupils' outcomes. Most classes regularly visit the church for services and curriculum purposes, and a few, especially younger pupils, attend Sunday school there. A few families are members of the Church community. In addition, various families worship in other churches and chapels, which have links with the school. There is no continuity of Anglican education beyond the primary phase in the local authority.

There are many beneficial partnership arrangements with parents, such as the family engagement projects and the All Saints Fellowship with its various sub-groups. Confirmation classes for parents have been held successfully in the school. As a result, the school successfully renewed its Investors in Families Quality Award in 2016. Most parents are very supportive of the school and its Christian ethos. Regular newsletters and other forms of communication keep them well informed, although a few parents remain unsure about the religious education syllabus. There are also many effective links with the local community. Pupils participate in various events, such as the annual service of Remembrance, and a few local residents attend concerts and collective worship sessions in school.

<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Yes</b>
<b>The school meets the statutory requirement for religious education</b>	<b>Yes</b>

