Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

All Saints C.I.W. Primary School

Ael-Y-Bryn
Llanedeyrn
Cardiff
CF23 9LF

Date of inspection: March 2024

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About All Saints C.I.W. Primary School

Name of provider	All Saints C.I.W. Primary School
Local authority	Cardiff Council
Language of the provider	English
Type of school	Primary
Religious character	Church in Wales
Number of pupils on roll	141
Pupils of statutory school age	134
Number in nursery classes	7
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.7%)	21.6%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 13.2%)	11.2%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	9.0%
Date of headteacher appointment	19/02/2024
Date of previous Estyn inspection (if applicable)	01/12/2017
Start date of inspection	19/03/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

a. The term ‘additional learning needs’ is being used to describe those pupils on the SEN/ALN register of the school.

Overview

All Saints Church in Wales Primary School has a strong caring ethos that permeates its work. This helps lead to an environment where pupils are kind and caring, keen to learn and behave very well.

Leaders and governors have worked diligently to support the well-being of staff and pupils through the significant changes that the school has experienced in recent years, including the federation with another local school. The executive headteacher and head of school have worked well together to create a clear vision for improving teaching and learning. Staff have collaborated with colleagues in other schools to create an exciting inquired-based curriculum that enables pupils to have a strong say in what and how they learn. Teachers benefit from the confidence leaders have in them to trial new ways of working. This has a positive impact on staff well-being and pupil outcomes.

The school is reflective and has robust procedures in place to continue to develop its provision. Leaders acknowledge that there are improvements to be made in a few areas of the school, such as the provision for the younger pupils to develop their curiosity and independence in learning.

Pupils are happy at the school, and many make solid progress and become capable and confident to apply their skills across the curriculum. However, too many pupils' Welsh language skills are underdeveloped. In addition, they have fewer opportunities to use their thinking and problem-solving skills, particularly in mathematics and for the more able. As a result, this reduces their opportunity to apply the skills they have already learned across the curriculum in meaningful contexts and extend their learning. Pupils appreciate the care and support staff provide for them. They feel safe at school and know who to turn to should there be a problem. As a result, pupils are happy to attend school and most play a full and active part within it.

Recommendations

R1 Improve provision for pupils in reception to Year 2 to ensure there are opportunities to develop their independence and curiosity

R2 Improve provision for pupils to develop their Welsh oracy skills and to apply their mathematical skills

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Learning

A majority of pupils start school with literacy and numeracy skills at or above the level expected for their age. As they move through the school, most pupils, including those with ALN and those eligible for free school meals, make at least appropriate progress from their individual starting points.

Across the school, most pupils' speaking and listening skills are strong. The youngest pupils speak with clarity and express their wishes and feelings appropriately. By Year 2, they listen with sustained interest and communicate effectively with their peers, such as when role playing the Easter story. The oldest pupils speak articulately, using a wide range of vocabulary, often subject specific, such as when explaining what they have learned in their digital reflections.

Most pupils develop effective reading skills. The youngest pupils quickly develop a good understanding of the sounds that letters make and use these skills appropriately to read unfamiliar words. By Year 4, pupils read more challenging texts with fluency and expression. They begin to empathise with characters and predict the outcomes of what they read effectively. The oldest pupils use a range of worthwhile skills to determine meaning. For example, they use inference and deduction effectively when reading a novel to discuss the characters and plot and to gain a deeper insight into the text. As they move through the school, most pupils develop a love of reading and express their reading preferences appropriately.

During their time at the school, most pupils make strong progress in their writing. The youngest pupils make marks to represent sounds and quickly develop their ability to write simple words. By Year 2, pupils write a sequence of ideas effectively and begin to write their own stories. They use their knowledge of letter sounds well when spelling new words. By Year 3 pupils write at length across a variety of genres. The oldest pupils show imagination and flair in their creative writing and choose language and punctuation to create atmosphere and effect. However, pupils do not always write with appropriate fluency or take enough care in the presentation of their written work.

Most of the youngest pupils begin to show understanding of the Welsh language and respond appropriately to simple greetings and questions. By Year 3, pupils begin to answer basic questions about themselves. A few older pupils respond to questions in Welsh appropriately and start to extend their sentences using connectives. However, most pupils do not develop their spoken Welsh language skills effectively enough and do not have the confidence to sustain a simple conversation in Welsh.

Overall, most pupils develop sound mathematical skills and knowledge. The youngest pupils count and recognise numbers during their play-based activities. By Year 2, pupils begin to understand their multiplication facts and use these well when solving division problems. They double and half numbers accurately and use standard measures appropriately when investigating the distance travelled in centimetres by a range of objects. Older pupils work well using the four rules of number and accurately convert fractions to decimals and percentages. They show a

good understanding of data handling and plot results successfully onto a line graph when recording changes in temperature. However, due to the lack of consistent challenge, more able pupils do not always make the progress of which they are capable, particularly in problem solving and reasoning.

Most pupils make effective progress in their digital skills. The youngest pupils quickly become familiar with a range of digital devices and learn to use them to support their learning. By Year 4, pupils produce collaborative digital presentations related to things that they learn and know how to send emails. Older pupils use well-developed skills to share findings, and to communicate information with a range of audiences. They use coding well, such as when creating their own online games.

As they move through the school, most pupils develop their creative skills appropriately. Younger pupils use a range of materials and media effectively when creating their own pictures on a given theme. Older pupils manipulate clay confidently to create models. They show creativity and flair particularly in their written work, such as when composing their own lyrics to a song.

Across the school, most pupils develop their physical skills suitably. Younger pupils develop control and poise in their movement and begin to develop appropriate fine motor skills. As they move through the school, pupils develop increased agility and apply their skills well when playing games. For example, they throw and catch balls accurately.

Well-being and attitudes to learning

Pupils at All Saints Primary School are confident and happy. Nearly all pupils feel safe and secure at school, expressing the trust they have in staff to help them when they need it. Many pupils relish opportunities to talk about their school and what they learn. They feel strongly that they have a say in their curriculum, explaining that have a voice in discussing what they learn and how they learn it. In their classes, when they have the opportunity to do so, they work independently and diligently on their tasks. Older pupils make choices around how they will complete a task or use a specific genre to present their work. When working together in pairs or small groups, pupils take it in turns to speak, listening respectfully to what each other has to say and valuing contributions appropriately. They work well with their teachers and respond to the feedback they are given, often using this to improve their learning.

Across the school, nearly all pupils' behaviour is exemplary. In classes, pupils co-operate well with each other when working on their tasks. At breaktimes and lunchtimes, most pupils engage well with others and are keen to ensure that everyone feels included and has a friend. They understand the need for tolerance and respect, reasoning with each other appropriately when necessary. On the very few occasions when pupils feel upset or agitated, they use the designated calm spaces maturely to help them to regulate their emotions. As a result, pupils treat staff and one another with respect and consideration.

Most pupils thrive on positive reinforcement and respond well to praise. In their classes, pupils collaborate to create their class charters, using the high expectations staff have of them. They describe how the school's system of rewards and sanctions helps them to engage with learning. Older pupils discuss rules and explain how the

school's sanctions ladder helps them to understand the way in which they are expected to behave and the subsequent consequences. As a result, most pupils make informed choices around their behaviour and avoid distractions when they are learning.

There are a wide range of pupil voice groups who help to make positive changes at their school. For example, the Rights Group works with their peers to support them in understanding their rights as a child and how to live by their class values. In addition, due to the hard work of this group and their anti-bullying campaign, nearly all pupils know who to speak to if they have a concern. As pupils mature and move through the school, they become increasingly aspirational, consider global issues and demonstrate the capacity to care for others and the world around them. For example, they talk about the negative impact of fast fashion on the planet.

Most pupils show understanding of the importance of being healthy. They explain that exercise is good for them and that attending the school's clubs, such as rugby and dance, can help them to keep them fit. They know that fruit is a sensible and healthy snack and they can make this choice in school. Pupils understand the importance of online safety and they recognise how using age-appropriate apps helps to keep them safe. They are aware of the need to keep their passwords private from others.

Teaching and learning experiences

Staff establish and maintain effective working relationships with pupils. They adopt a positive approach to manage pupils' behaviour that is consistently implemented across the school. Teachers embed the school values effectively into lessons and support pupils' well-being appropriately. For example, most classrooms have a calming area for pupils to access to help them to regulate their emotions and feelings. All of this contributes to the calm and caring ethos embedded across the school that encourages pupils to have a positive mindset to school and learning.

Leaders and staff place a high priority on developing a well-considered curriculum that provides pupils with meaningful and authentic learning experiences. To enable this, staff invest time and effort into research to improving the school's curriculum. Staff embed their findings effectively into their plans for learning. As a result, the school's work on developing its curriculum is progressing well. For example, the school's inquiry-based approach provides worthwhile opportunities for pupils to influence how and what they learn. Teachers plan learning around key themes encompassing ideas such as diversity, sustainability and culture. This is beginning to support pupils in gaining an appropriate understanding of what it is like to be a citizen of Wales and the world. For example, younger pupils learn about the life of Betty Campbell while older pupils investigate the Windrush generation and life in Wales at that time. However, provision for the development of pupils' Welsh language skills is inconsistent and, overall, pupils do not have sufficient opportunities to practise their skills and develop the ability to speak with confidence.

The school provides a broad, balanced and engaging curriculum that that ensures pupils' skills develop appropriately over time. There are robust systems in place to ensure pupils' literacy and numeracy skills develop well. For example, there is a consistent approach to the teaching of phonics across the school. Whilst provision for

the development of pupils' mathematical skills is appropriate, teachers do not always provide opportunities for pupils to apply their skills to solve problems or ensure sufficient challenge to those pupils that are capable of achieving more.

Most teachers use a range of resources to model learning effectively. They consistently share clear learning objectives and ensure pupils know what they need to do to be successful. Teachers provide worthwhile opportunities for pupils to share their thoughts and feelings about what they want to learn. This helps teachers to plan activities that motivate and engage pupils successfully. For example, older pupils study the impact of art culture in modern day Wales, and this develops their appreciation of the arts. Most teachers enhance learning effectively through visitors to the school and trips to interesting places. For example, Year 5 and 6 pupils visited a local recycling centre as part of their inquiry on sustainability.

Provision for ethics, values and relationships education are appropriate. The school plans effectively to ensure pupils learn to recognise their emotions and feelings as well as how to keep themselves safe. Teachers focus suitably on improving pupils' understanding of their rights as a child and provide beneficial opportunities for pupils to explore the concept of equality and what this means. For example, the study of activists such as Harvey Milk provides pupils with opportunities to understand equality.

The development of provision for foundation learning in the younger classes is at an early stage. Teachers provide a broad and appropriate range of activities for pupils to access role play and construction areas. However, overall, teachers do not provide sufficient opportunities to encourage pupils to become curious, explore the world around them and develop independence in their learning. In addition, the youngest pupils have insufficient opportunity to learn outdoors.

Staff know their pupils well. Their use of precise questioning to check pupil understanding and to move learning on is effective. Staff provide useful feedback to pupils and sufficient time for pupils to respond as a means of improving the quality of their work. Skilled support staff work with pupils effectively, including those with ALN, to reach their individual goals. Teachers provide worthwhile information to parents about their child's progress through regular meetings and reports. In addition, teachers support pupils to maintain a valuable digital learning record, which is shared with families.

Care, support and guidance

Across the school there is a calm ethos that stems from the care, compassion and mutual respect staff and pupils have for each other. This, alongside the way it promotes pupils' social and cultural development, is an outstanding feature of the school. This is supported effectively by the work of pupil voice groups, for example, the Faith and Values group who model appropriate behaviour for younger pupils. Pupils have good opportunities to influence how and what they learn, for example when studying art and culture pupils recognise graffiti as a form of art. In addition, pupil voice groups have influenced the school's menu and as a result, pupils now have a greater choice of healthy desserts to choose from.

The school provides strong support for pupils with ALN. Over recent years the additional learning needs co-ordinator (ALNCo) has worked well with staff to ensure that the school's processes for identifying pupils' needs are robust. Across the school there is a clear understanding amongst staff of how to support pupils with ALN in classes. The ALNCo uses the school's pupil tracking data to monitor the progress pupils are making and to efficiently identify any emerging needs. Staff use data effectively to support decision making and when working with outside agencies. As a result, staff, leaders and governors are well-informed of pupils needs. Highly skilled teaching assistants deliver a range of carefully selected interventions to provide specific support for pupils. For example, they assist pupils to successfully develop their numeracy skills and help to improve pupils' speech and language skills.

The school liaises effectively with outside agencies and adjusts provision according to their guidance. Staff work well to ensure that communication between school, parents and these agencies is effective. There are regular opportunities for parents to meet with staff to review the progress their child is making, which contribute to the strong relationships the school has with parents.

Staff provide regular opportunities for pupils to learn about their Welsh identity and understand their heritage. They ensure pupils have valuable first-hand experiences, for example, they visit St. Fagan's to experience a Victorian school day and a national television studio to see the media in action. There are strong links with the local community and pupils regularly visit a range of churches as well as other places of worship, such as a Sikh Gurdwara. In addition, the school ensures pupils have sound opportunities to support a range of charities, which is particularly beneficial where there is a close connection between the charity to pupils and families within the school community. This is effective in helping to raise understanding of issues and for families to feel valued and well-supported. Overall, the school provides very strong levels of support for pupils and their families and, as a result, parents feel valued and part of the school community.

The school provides opportunities for older pupils to further develop physical skills for example, working with a local university enhances pupils' skills when learning to play rugby. Staff help create 'how you can help yourself' charts in class to support pupils understand and regulate their emotions. As a result, pupils deepen their understanding of their emotional well-being and the importance of making informed choices, such as around heathy eating and drinking.

The school has robust policies and procedures in place to ensure pupils are kept safe. These are clearly understood by all members of staff, who regard safeguarding as everyone's business. This includes the school's approach to managing persistent absenteeism where leaders work with families and outside agencies to encourage good rates of attendance. As a result, most pupils attend school regularly.

Leadership and management

Leaders have an ambitious vision for the development of the school and the newly formed federation with St. David's Church in Wales Primary School. This is based on a strong ethos and is underpinned by the school's core values. The executive headteacher provides highly effective leadership across the federation and at All

Saints the deputy headteacher, as the head of school, provides strong and compassionate leadership.

Together the executive headteacher and head of school work tirelessly to improve provision at the school, sharing high expectations with the whole community. This has led to rapid improvements in provision and pupil progress, such as in literacy, across the school. Leaders demonstrate strong professional values and place the well-being of staff and pupils at the heart of what they do. They approach their work sensitively, including addressing the effects of the pandemic on learning and well-being, as well as those aspects of the school's work that they identified as needing improvement.

Leaders promote a strong sense of togetherness in the way in which they lead improvement. They ensure staff understand their roles as teachers and leaders of learning. Staff value the support they receive from senior leaders and embrace their roles on the school's improvement pathway. They value the opportunities they have for professional learning, for example by working in small groups with others within the school and across the federation, for example, sharing good practice in provision for ALN across the schools. Staff engage well in the school's robust performance management processes and proudly describe improvements to provision they have made. Leaders encourage staff to reflect on progress carefully and to evaluate the impact professional learning has on improving provision and outcomes. Staff value the way in which leaders encourage them to think imaginatively and innovatively about their classroom practice. For instance, teachers have opportunities to research curriculum innovation and to develop inquiry-based approaches to the curriculum in their lessons. Staff value the trust that leaders place in them and are developing the confidence to create a lively and engaging curriculum that supports pupils and encourages their aspirations for their future. As a result of this capacity building, the school is in a favourable position to continue on its improvement journey.

Governors understand and discharge their roles and responsibilities well. Over recent years they have faced significant challenges with changes to leadership and staffing as well as the transition into a recent formal federation with St. David's Primary. Governors have managed these changes effectively and understand the school's strengths and areas for development well. They use an appropriate balance of support and challenge when holding the school to account using robust evidence, including first-hand information gathered from visits to the school. As a result, the governing body fulfils its statutory obligations well and takes suitable account of relevant legislation and guidance, such as the promotion of healthy eating and drinking. In addition, governors work with leaders to promote a robust culture of safeguarding that is embedded across the school. Leaders manage the school's finances well and ensure the pupil development grant is spent appropriately.

Leaders have quickly established highly effective relationships with parents who value the kind and caring ethos the school promotes. They appreciate the timely and informative communication they receive from staff. Parents particularly value the way the school shares the progress their child is making in the form of a termly digital learning journey. Here, teachers film their discussion with pupils about the progress they are making towards their targets and share this with parents. There are robust procedures in place to ensure pupils attend school regularly. Where attendance dips, leaders work effectively with families, including those eligible for free school meals.

Leaders have a comprehensive plan for gathering of a wide range of evidence from across the school and involve stakeholders in this process, for example, governors visit the school and look at pupils' books and learn about approaches to ALN. Leaders carefully evaluate this evidence, and this enables them to form an accurate picture of the quality of provision, pupil outcomes and their well-being across the school. Through whole school improvement strategies, leaders consistently monitor, reflect, and refine provision to improve teaching and learning. For example, the school's work to adapt its curriculum has improved the pace of teaching and the engagement of pupils. Processes for school improvement pay due regard to national priorities, such as reducing the impact of poverty on educational achievement.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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