

A report on

All Saints C.I.W. Primary School

**Plas Cleddau (Off Severn Road)
Cwm Talwg
Barry
Vale of Glamorgan
CF62 7FG**

Date of inspection: March 2026

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	Vale of Glamorgan Council
Language of the provider	English
School category according to Welsh-medium provision	English-medium
Type of school	Primary
Religious character	Church in Wales voluntary aided school. Estyn does not inspect denominational religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for denominational religious education and collective worship to be inspected separately.
Number of pupils on roll	207
Pupils of statutory school age	157
Number in nursery classes	25
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 21.7%)	5.9%
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 9.2%)	4.5%

Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2021
Date of previous Estyn inspection (if applicable)	22/12/2017
Start date of inspection	02/03/2026

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.

Summary

All Saints Church in Wales Primary School is a caring and supportive community where the well-being of pupils and staff holds a high priority. Staff know pupils well and build strong relationships with them. Most pupils feel safe and confident that adults will support them if they have concerns. Nearly all pupils behave well and demonstrate the school's values of respect, responsibility and readiness in their learning and relationships. Most pupils enjoy school and develop positive attitudes to learning.

The school provides an attractive learning environment with stimulating spaces for pupils to learn. Teachers provide an engaging curriculum that reflects the local area, Wales and the wider world well and successfully develops pupils' sense of belonging, diversity and inclusion. Teachers provide purposeful opportunities for pupils to contribute meaningfully to school life and influence their learning.

Many pupils make good progress during their time at the school. They develop their literacy, numeracy and digital skills successfully and apply them well across the curriculum. Pupils' Welsh language skills develop more slowly over time because Welsh is not used frequently enough in the daily life of the school.

In many classes, teachers plan interesting lessons that engage pupils well. In younger classes, learning moves at a suitable pace, and pupils engage with their activities readily. The level of challenge and support in lessons is not always appropriate to meet all pupils' needs, particularly for the most able pupils and those with additional learning needs in the older classes. Most staff use questioning and learning conversations effectively to help pupils reflect on their work and celebrate their achievements. Feedback generally helps pupils understand how to improve their work.

School leaders are highly professional and work effectively to improve key areas of the school's work.

Recommendations

We have made two recommendations to help the school continue to improve:

- R1 Ensure that teaching provides all pupils with effective challenge and support
- R2 Improve pupils' Welsh language skills

What happens next

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

Main evaluation

All Saints Church in Wales Primary School fosters a caring and supportive ethos, where the well-being of pupils and staff is at the heart of its work. Staff know their pupils well and maintain strong relationships, which help to create a positive environment for pupils to learn and thrive. Overall, pupils feel safe at school and are confident that staff will support them if they have any issues. Nearly all pupils behave well in and around the school and demonstrate the school's values of respect, responsibility and readiness consistently in their learning and relationships. Most pupils enjoy school and many develop good attitudes to learning. Pupils appreciate the rich opportunities they have to influence their learning and to become active citizens of the school community.

The school environment is attractive and well-resourced. It is calm and provides pupils with stimulating areas to learn, both indoors and outdoors. Teaching experiences are engaging and regularly offer authentic and purposeful learning opportunities for pupils to develop their skills. The school's curriculum is broad and powerfully captures the richness of the local area, Wales and the wider world. This creates a strong sense of belonging and identity in pupils and consequently, nearly all have a clear appreciation of diversity and inclusion. This is a strength of the curriculum.

In many cases, teachers plan interesting lessons that engage pupils well. However, learning experiences for the most able pupils and those with additional learning needs (ALN) vary in quality and do not always match individual pupils' needs specifically enough. In the younger classes, the pace of lessons is good, and this allows pupils to become active in their learning quickly. In the older classes though, there is a tendency for lessons to be too slow and over- directed.

Most staff engage pupils in purposeful learning conversations. These encourage them to reflect on their learning, celebrate successes and begin to define their next steps. Most pupils respond well to feedback. They persevere when tasks are challenging and work purposefully as individuals or as part of a group. Many teachers use questions effectively to extend pupils' thinking and promote deeper learning.

Teachers and leaders assess the learning and overall progress of pupils systematically. During regular pupil progress meetings, staff consider assessment information and identify pupils' needs for further support and challenge. This work is beginning to have a positive impact on teaching and the rate of progress that pupils make.

During their time in school, many pupils make good overall progress, including those with ALN and those from low-income households. Many pupils make good progress in developing their speaking, listening, reading and writing skills over time. The school

provides a systematic approach to the teaching of reading and writing, which contributes well to the development of pupils' skills. Pupils apply their literacy skills well across the curriculum and in a range of contexts.

A structured and progressive approach to the teaching of mathematics ensures that many pupils make good progress in developing their mathematics skills. Many pupils apply these skills well in other areas of the curriculum. Many pupils develop effective digital skills over time and develop a sound understanding of how to keep themselves safe online. Overall, pupils make limited progress in the development of their Welsh language skills. By the time pupils reach the older classes, many respond appropriately to simple Welsh phrases and questions, but they often need prompting to do so. Good quality, informal Welsh language is infrequent in the daily life of the school, and this affects pupils' acquisition and progress.

Nearly all pupils develop good physical skills. Through the purposeful opportunities provided by staff, they develop a good understanding of healthy lifestyles and the importance of making healthy choices in relation to diet and exercise. Teachers give pupils a variety of beneficial opportunities that help them to develop strong personal, social and emotional skills and understanding. There is a wide range of stimulating opportunities for pupils to develop their creative skills, helping them to make strong progress over time. Older pupils explore the techniques used by local artists as part of their focus on coal mining and younger pupils create and market healthy 'drinks' as part of their class café role play.

Overall, support for pupils with ALN is effective, particularly where pupils have more complex needs. Leaders identify pupils that need additional learning support successfully, using a range of well-considered information. Leaders and staff identify clear targets for pupils and provide beneficial action plans, which improve pupils' engagement in learning and accelerate their overall development and progress. Support staff enhance pupils' learning appropriately and they are particularly effective in supporting pupils' emotional needs. The school works well with parents and provides effective family workshops to equip them to support their child. Leaders engage with external agencies to provide valuable support and advice to the school and families.

Senior leaders demonstrate humble, compassionate leadership, communicating high professional expectations for staff, pupils and themselves. They evaluate the work of the school thoroughly and create realistic plans for improvement. Over time, the headteacher and other leaders have secured improvements in several areas of the school's work. A sharp focus on improving the teaching of numeracy is having a positive impact on pupils' reasoning skills. Leaders address many national priorities well, such as developing and

enriching the curriculum as part of Curriculum for Wales. Governors are committed and very supportive of the school. Their role in holding the school to account is appropriate.

Leaders have a strong commitment to ensuring the well-being of all staff. This results in strong collaboration amongst staff and high levels of morale. Staff have regular, worthwhile opportunities to work alongside colleagues from other schools. This approach has a positive impact on practice and has led to the school's curriculum providing well for pupils' understanding of equality, diversity and inclusion.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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.

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