

All Saints Catholic Primary School

URN: 401418

Catholic Schools Inspectorate report on behalf of the Archbishop of Cardiff-Menevia

22–23 May 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

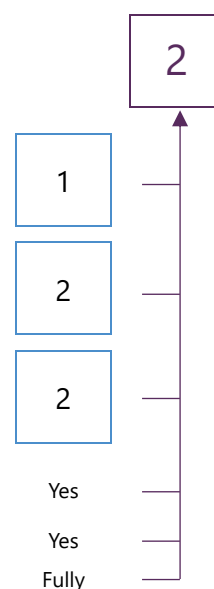
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Compliance statement

- The school is compliant in relation to the general norms for religious education laid down by the Bishops' Conference.
- The school is compliant in relation to any additional requirements of the diocesan bishop.
- The school has responded to the areas for improvement from the last inspection

What the school does well

- Catholic life and mission is a strength of the school, shaping a faith-filled community, where Gospel values are embedded in daily life.
- A committed and compassionate head teacher and leadership team ensures a nurturing and inclusive school, where pupils and staff feel valued, supported, and inspired to thrive.
- Relationships throughout the school community are excellent, fostering a culture of respect, collaboration, and support that enriches learning and spiritual development.
- The school community actively pursues the common good, demonstrating a commitment to service and those in need.
- Technology enhances teaching and learning in religious education (RE) by fostering interactive engagement and promoting independent learning.

What the school needs to improve

- Enhance, extend, and fully implement the RE curriculum in alignment with the *Religious Education Directory*, ensuring high-quality provision and comprehensive coverage across all classes, with a sustained focus on continuous improvement and development.
- Establish a collective worship evaluation process, led by staff and pupils, to drive improvement and ensure engaging, dynamic experiences that inspire and deepen faith.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

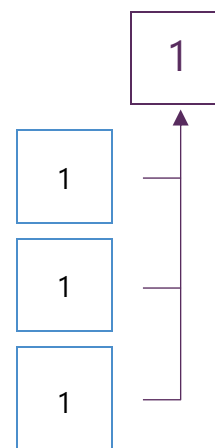
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



All Saints is a warm and welcoming school founded on Gospel values and the guiding spirit of its mission statement, which nurture personal and spiritual growth for all members of the community. Pupils demonstrate a sound understanding of the Catholic life and mission of the school. They know that they are loved and valued as unique individuals and that 'everyone is a child of God'. The curriculum and highly positive relationships promote all pupils' journey in virtue, encouraging them to practice kindness and cooperation. These are qualities that are palpable in their daily interactions. Engagement with Catholic social teaching is evident in planned lessons, connections with the Rights Respecting Schools Award, community service projects, and targeted initiatives, such as the school's unique and special food pantry scheme. These endeavours inspire pupils to reflect on justice, human dignity, charity, and service to others in their daily lives. Pupils were extremely proud of their fundraising initiatives for Cafod, Macmillan Cancer Support, and Hosanna House and Children's Pilgrimage Trust. Pupils participate in chaplaincy provision through the activities of Mini Vinnies, the Happiness Heroes, and the established Super Chaps group. These enrich the school community's spiritual experience and reinforce the 'caring, sharing, loving' and inclusive spirit that underpins the Catholic identity of the school.

Rooted in its Catholic tradition, the school fosters a culture where Gospel values shape both learning and community life, ensuring that Catholic values are both taught and lived. Staff members are excellent role models and actively uphold the school's Catholic ethos, contributing positively to prayer and liturgy and the organisation of parish and community events. The RE leader further reinforces this commitment by providing support and professional development opportunities, and by attending all diocesan training to remain current with new initiatives. The school community shows a supportive and inclusive spirit. Peer support networks ensure all members feel safe, included, and valued. Pastoral care is effectively and passionately delivered by all staff; a dedicated team offers regular check-ins and

tailored support for pupils' well-being, as well as support for parents. The use of a 'Well-being App' further strengthens this provision by supporting parent engagement and empowering them to nurture their children's welfare. Well-maintained prayer spaces, religious displays, and a designated outdoor prayer area are attractive, well used, and reflect the school's Catholic ethos. The parish priest plays an important role in the school community and regular school Masses and class visits are appreciated by pupils and staff, making a positive contribution to the spiritual life of the school. The relationships and sexuality education (RSE) curriculum is planned, using diocesan-recognised resources, with Catholic teaching at its centre.

The dedicated head teacher and governors demonstrate an ambitious commitment to upholding and strengthening the Catholic life and mission of the school. They actively engage with diocesan initiatives, and the school regularly serves the local parish through outreach, successful grant applications, and partnership initiatives. The school recognises parents as the first educators, who are warmly included in school events. Parent questionnaire responses were fully supportive of the school provision. The governors serve effectively as custodians of the school's Catholic identity; their commitment to Catholic social teaching is evident both in policy and practice, as is their respectful treatment of all employees. Increasingly involved in school self-evaluation, they contribute to planning and improvement through regular monitoring, with updates and reports received from relevant leaders. Planned input for this area is overseen by the Catholic life and mission committee, embedded within staff meetings and the Children's Parliament. This ensures a consistent focus on faith development, school ethos, and the enhancement and development of Catholic values and their integration into school life.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

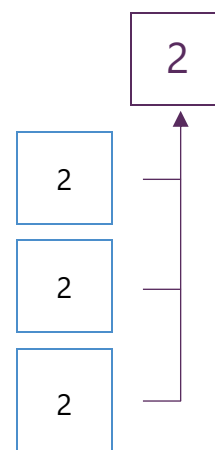
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



In RE, pupils make good progress in knowledge and understanding, building on their starting points and capabilities as they advance through the school. They demonstrate religious literacy, engaging in ethical and theological discussions while reflecting on how their learning shapes their daily lives. Pupils can articulate how the fruits of the Holy Spirit impact on their actions in word and deed. Pupils' communication skills are good. Their ability to use religious vocabulary and articulate religious ideas develops effectively over time, and they eagerly share their knowledge. Pupils observed worked collaboratively to solve problems, were allowed time and opportunity to share their learning with their peers, and engaged in linked activities. Throughout the school, lessons foster curiosity and love for learning. Independent learning is evident as pupils take ownership through self-directed research and reflection. Information technology (IT) was effectively integrated into learning, including the development of a website to guide the school community in witnessing God and a journalist-style interview video with St Paul. In all lessons observed, pupil behaviour was excellent. Book scrutiny indicated that the quality and variety of pupils' work was consistently good. Pupils engage and enjoy RE lessons; one pupil stated, 'I really enjoy RE because I like talking about real life situations and what it means to my life'. Termly pupil progress meetings ensure that each child's development is monitored, and strategies for improvement are discussed for pupils to make progress.

Teachers have good subject knowledge and are actively refining their pedagogy to enhance provision and improve their own practice. Their enthusiasm and commitment encourages pupils to engage fully in RE, deepening their knowledge, understanding, and skills. A diocesan-endorsed, cluster-developed RE curriculum is used to support teaching and learning in most classes in readiness for full implementation of the Directory in September. Pupils' books demonstrate clear progression throughout the school and include a wide variety of learning experiences, e.g. thinking skills activities, a range of writing and extended writing, art, and IT work. In lessons observed, questioning strategies

and talk partners were effectively used to support and enrich learning. All classes effectively implemented the 'Bump It Up' board to scaffold learning and enhance self-assessment. Next step learning should be further developed in line with relevant age-related outcomes in the Directory. High-quality resources contribute to a rich and engaging learning environment, further enhanced by the support of additional adults. The work of dedicated support staff positively impacts on pupils' well-being, as well as teaching and learning.

Governors ensure that the curriculum fully meets the requirements of the Directory, with regards to the allocation of time and the resources given to its delivery, and they recognise that the school is on a journey of improvement. The RE leader has engaged with the diocese and cluster working party to ensure ongoing curriculum development and quality of provision. The head teacher and newly expanded senior leadership team contribute a diverse range of skills and enthusiasm, enhancing the school's RE provision and overseeing its ongoing development. They have the knowledge to secure the school's improvement. Staff recognise that leaders invest time and are committed to supporting them. In-house professional development supports all staff, including newly qualified staff, through training and structured opportunities such as walkthrough video analysis and coaching. A structured cycle of monitoring, evaluation, and review informs self-evaluation to ensure improvements in standards and outcomes for learners. Parents feel confident in the school's delivery of RE.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

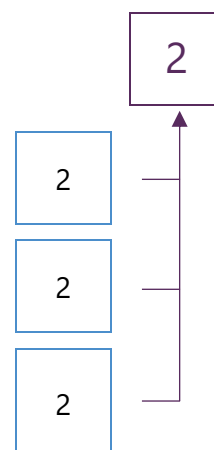
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Prayer and liturgy lie at the heart of the school's spiritual identity, building a compassionate and reflective community that is committed to social outreach. Pupils from the earliest age readily engage in prayer and celebrations of the Word, displaying genuine reverence in their participation as 'God is with us in the room'. During observed collective worship, pupils responded appropriately to prayers, answered questions thoughtfully, shared personal reflections and spontaneous prayers, and joyfully sang and signed hymns. Observed acts of worship were warm and sincere, and appropriate liturgical colours, artefacts and music enhance the celebrations. Pupils actively plan both class and whole-school collective worship, guided and supported by staff and a structured four-part format rooted in scripture. Their contributions are documented in class collective worship files. As they progress, older pupils take greater ownership, planning independently with a dedicated prayer card pack. This well-established practice fosters meaningful engagement with liturgical worship. A structured approach to evaluating collective worship would ensure its continuous growth and development throughout the school, deepening its impact and enriching pupils' spiritual experience. Praying together is a daily experience for all. The rhythm and routine of prayer throughout the day marks all significant moments and provides an opportunity for pupils to pause, focus, and include God in their learning and lives. Pupils are familiar with traditional prayers of the Church and they stated that they appreciate the calm and quiet of daily meditation, and the opportunity to reflect on their day through the Examen prior to going home. The Virtues Awards Assembly provides a meaningful opportunity to shape learners' values, attitudes, and spiritual development, and encourages pupils to live gospel values in their daily lives. Pupils demonstrated a good understanding of the liturgical calendar, recognising Advent, Lent, and Easter as important times for growing in faith.

Pupils actively engage in structured prayer and celebrations of the Word reflecting the liturgical year. Staff members play a key role in supporting these practices, modelling a respectful and consistent

approach to prayer. A real strength of the school is the pupils' ability to effectively harness technology to enrich engagement with the liturgical year and collective worship, creating videos that support spiritual learning and reflection. These videos are shared across the school on overhead screens and published on the school website, ensuring the whole school community can engage with and benefit from their work. Visual displays, artwork, and carefully selected artefacts in various settings (including outdoor spaces), create environments that encourage prayerful engagement. Classroom prayer tables are designed to reflect the liturgical year and current topics, and serve as designated areas for quiet contemplation. Parents and parishioners are regularly invited to attend school Masses and special celebrations, e.g. Harvest Festival and May Procession, and weekly class collective worship is well attended. There is clear support for parish events, including holy days of obligation and sacramental preparation.

The commitment of the head teacher, deputy head teacher, and governors effectively safeguards prayer as a guiding force in shaping faith, values, and personal growth within the school community, ensuring its integral role in pupils' lifelong faith journey. A prayer and liturgy policy is in place. Leaders and governors ensure that staff receive high quality and effective induction training to deliver acts of prayer and worship. This results in good levels of confidence and competence amongst staff concerning prayer and liturgy. A retreat to Belmont Abbey was valued by all staff. The chair of governors and the RE link governor actively contribute to school improvement through monitoring visits, update reports, document reviews, and participation in prayer and celebrations of the Word. Leadership and governance at the school show a strong ability to build on current practice, with a clear commitment to embedding and strengthening collective worship at the heart of school life.

Information about the school

Full name of school	All Saints Catholic Primary School
School unique reference number (URN)	401418
School DfE Number (LAESTAB)	6773315
Full postal address of the school	All Saints Catholic Primary School, Heol Yr Ysgol, Ebbw Vale, Blaenau Gwent, NP23 6QP
School phone number	01495 369243
Headteacher	Joseph Price
Chair of governors	Tim Baxter
School Website	www.allsaintsrcprimary.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	07 – 09 November 2016
Previous denominational inspection grade	GG

The inspection team

Jacqueline Phillips
Sheelagh McCool

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

