



YR EGLWYS
YNG NGHYMRU



THE CHURCH
IN WALES

Gwella Inspection of Church in Wales Schools Report Proforma

Pendoylan Church in Wales Voluntary Aided Primary School and Nursery,

Pendoylan,
Cowbridge,
CF71 7UJ.

Diocese: Llandaff

Local authority: Vale of Glamorgan Council.

Dates of inspection: 28th April, 2014 to 1st May, 2014.

Date of last inspection: 22nd April, 2008.

School's unique reference number: 6733363.

Headteacher: Mrs M. L. Murray (3 days per week)
Mrs E. Harris (2 days per week)

Inspector's name and number: Mr Gareth Atwell 428

School context

Pendoylan Church in Wales Voluntary Aided School and Nursery serves the rural villages of Pendoylan and Welsh St Donats, although an increasing number of pupils come from further afield. It has 226 pupils on roll. The proportion of pupils from ethnic backgrounds is slightly higher than the local authority average. The accommodation includes the original Victorian School buildings as well as four new purpose built classrooms and a new school hall, which were opened in 2013.

The distinctiveness and effectiveness of Pendoylan Church in Wales Primary School as a Church in Wales school are excellent.

The excellent relationships within the family of the school and the excellent behaviour and attitude of the pupils are firmly based on their understanding of Christian values. The excellent leadership of the head teacher and deputy head teacher strongly promote the Christian mission of the school. A strong and fruitful partnership exists between the school and the church.

Established strengths

- Pupils are well cared for and nurtured; resulting in very high attendance figures (97%) and very high academic achievements as measured by Welsh Government statistics for the core subjects.
- The strong relationships across the school community contribute to the sense of family in the school.
- The links with the parish church make a significant contribution to the school's Christian ethos.
- Pupils have an excellent understanding of spiritual, moral and social skills which have been enriched by the delivery of a new Christian Values Curriculum and Diocesan RE scheme of work.

Focus for development

- Further increase the pupil involvement in collective worship and develop the pupil voice.
- Develop the existing Assessment for Learning strategies in Religious Education, when planning and marking the pupils' work.
- Work with the Diocesan Education Team and other Church in Wales Schools to develop a portfolio of standardised samples of work; agreed by all participants to ensure consistency of standards.
- Evaluate the most effective ways of using the new school hall in worship to further enrich acts of worship.

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

The Christian values of the school are firmly established and influence all aspects of school life. The school motto, 'Enjoy, endeavour, achieve together' is supported by the school's mission statement where the school is a place of witness to God's love. The Christian values encourage and support the pupils in attaining the best results they can in all they do. The school's performance data in the core subjects at the Foundation Phase and Key Stage 2 are very good when compared to similar schools. The school is consistently amongst the best performing schools, as reported in the Welsh Government data. The values strongly influence the spiritual, moral, social and cultural development of the pupils and their desire to do very well. This results in the pupils reflecting on and responding to the beliefs and values of their own and other faiths. When the pupils were spoken to, they all mentioned the year 6 pupils' interpretation of a Passion Play, under the direction of the Parish Priest. All the pupils, parents and staff who saw the play said that it had a significant impact on their spiritual development. The play gave rise to a great deal of discussion and all agreed it was very thought provoking. Many parents praise the school's open door policy which helps them to work effectively with the school. As a result pupils are nurtured and parents spoke very positively of the support given to staff and families by the school leaders and the Parish Priest during difficult periods. Staff were commended as being very caring and dealt effectively with issues 'through the eyes of pupils'. Relationships with the church are particularly close and mutually supportive as the church is seen to be part of the school's campus. Pupils are given the opportunity to take on responsibilities such as class prefects in caring for others, as members of the school council and the eco council. The eco council was very active in choosing a 'trim trail' for the school grounds reflecting the school's awareness of the Healthy Eating and Healthy Lifestyle agenda. The pupils gain an understanding of the importance of caring for others who are less fortunate. They collect food for a food bank as well as being involved in popular national charity days such as 'Red Nose Day'. One pupil was instrumental in raising £1000 for a local cancer charity. The whole school became involved and helped to support the pupil's efforts. Such activities demonstrate the pupils' excellent spiritual, social, moral and cultural development.

The impact of collective worship on the school community is excellent.

Collective Worship is central to life at Pendoylan. The worship plans seen have a strong focus on the life of Jesus and the Christian faith. The pupils spoke enthusiastically of the Worship and they could explain, with understanding, what the worship was about and how they felt. The responses demonstrate a deep spiritual awareness and an excellent knowledge of the Bible stories heard. Individual acts of worship are carefully planned and evaluated by staff, the pupils and governors. The evaluation of the worship has led to a significant development of the worship. The excellent acts of worship observed ranged from being lively and interactive to quiet and reflective which the pupils say they find interesting and it helps to further their understanding of the Christian values they are studying. The points of focus for worship- during the inspection- were carefully planned and reflected the worship leader's theme. The school is still evaluating the best way of using the new circular hall and the school needs to experiment with seating arrangements, the position and size of artefacts to achieve the best worship environment. The main focus during worship varies from day to day. Sometimes the focus is the altar covered by a cloth, reflecting the Church in Wales's liturgical season, and a candle, sometimes it is a paschal candle and sometimes a copy of an open Bible on a stand, as seen during the inspection. Pupils say that the lit candle during worship reminds them that Jesus is always with us. The pattern of worship varies, occasionally it is the whole school, separate Foundation Phase and Key Stage 2 Worship or in class worship. Older pupils say that they appreciate the

opportunity to worship in class rooms when they can explore deeper spiritual and moral issues at the appropriate level. Worship is sometimes led by representatives of other churches and this was observed during the inspection. This helps to give the pupils a rich and meaningful experience of worship from another tradition. The pupils say how much they like the style of worship. The school works with this worship leader to help resource a local food bank, and this has developed the pupils understanding of the values of compassion and service towards others who are less fortunate.

Some of the acts of worship, which are more formal, very effectively, develops in the pupils a strong sense and knowledge of the Church in Wales's tradition. The pupils' knowledge of Church in Wales's prayers which are used in the weekly parish Eucharist services is excellent; as is their participation in responsorial prayers. The pupils are able to confidently recite the Grace in Welsh. Parents and pupils say how much they value the links with the monthly Sunday morning worship in the Parish Church. This very effectively develops the pupils' sense of belonging to the family of the church as well as their spiritual and social awareness. All members of the school speak of the inspirational Christmas Eve services, held in the Parish Church, which provides a contemporary context for traditional worship. The services are part of the life of the school which pupils, parents and staff spoke about with enthusiasm.

Pupils particularly benefit from being involved in Acts of Worship and a number of pupils commented that they would like to be more involved. The pupils are given opportunities for personal prayer and reflection in keeping with their own spiritual journey. They receive Christian teaching on the Holy Trinity developed as part of the school's on going evaluation of worship. The pupils when questioned, from Y1 to Y6 had an excellent knowledge and understanding of the Trinity appropriate to their age and stage of development.

The effectiveness of the religious education is good.

The Religious Education (RE) subject leader, who is also the deputy head teacher, displays commitment and dedication; and has worked with a clear purpose and sense of direction to ensure RE has a high profile in school. The teaching of RE is generally good in the lessons observed. In RE pupils are achieving at similar levels to other core subject areas of the school curriculum. The school's assessment data has been consistently high when compared to a family of similar schools. The Welsh Governments data for the school, in the core subjects of English and mathematics in the Foundation Phase and Key Stage 2 is very high. When the school is compared to a 'family' of similar schools the data puts the school as one of the best performing schools at the Foundation Phase and at Key Stage 2. The school is developing assessment procedures to better inform planning and teaching, and to review pupil progress. The school has correctly identified the need to ensure that teachers' marking informs pupils' of next step targets for specific RE skills.

The school has adopted the new Diocesan Scheme of work which develops the pupils RE skills. This effectively reflects the school's Christian foundation. The school's RE coordinator has focused on the delivery of the new RE curriculum resulting in a consistent approach to its delivery. The standards seen in the RE books is good. Lessons observed were well planned and delivered by teachers who have a good knowledge of the subject. The pupils are particularly knowledgeable about Christian stories and can discuss Bible stories that illustrate different Christian values which have been studied. Pupils understand the value of Christian friendship and can relate this value to Jesus' saying, 'You should love one another as I have loved you'. Pupils explained that a good friend would not hurt you or blame you when you do something accidentally. This shows that the pupils have a well-developed sense of right and wrong, and that they are more than ready to forgive when something happens.

A variety of teaching and learning strategies were observed which take account of the different learning styles of different groups of pupils. The tasks set in the lessons observed were the same for all the pupils in each class at key stage 2. The tasks did not challenge all the pupils and did not reflect the pupils' different abilities, knowledge and understanding. Members of the support staff were effective in guiding and supporting pupils' learning. RE, as a subject, is well resourced with a good number of Bibles available for the pupils to use as well as a good range of artefacts and resource materials to teach about other faiths. The pupils have a good knowledge of Islam and Judaism. RE makes a significant contribution to the pupils' spiritual, moral, social and cultural development.

The effectiveness of the leadership and management of the school as a church school is excellent.

The position of head teacher is very effectively shared between the head teacher (three days each week) and the deputy head teacher (two days each week). The leadership articulates a shared commitment and strong vision which is explicitly rooted in Christian teaching. The vision is shared and understood by the school's senior leaders and staff. The standards in the core subjects and the high level of attendance (97%) show that the school very successfully strives to ensure that every pupil achieves their potential within a caring and nurturing Christian learning environment. The foundation governors have an excellent understanding of the value and purpose of a church school and ensure, with the leadership team, its continuing development. The foundation governors work closely with the school to evaluate the school as a Church in Wales School. This is evident in the way the governors, with the support of the wider school community and working closely with the Diocesan Education Team, secured funding to replace temporary classrooms, and build a new school hall capable of accommodating the whole school.

The management style is calm and reflective but powerful with high expectations. The school very effectively developed a distributive leadership style equipping the assistant head teacher to take over the running of the school during the long term absence of the head teacher and deputy head teacher. The distributive leadership style very successfully ensures succession planning for the leadership and management of the school. During the absence of senior members of staff the school was able to maintain its high standards and expectations of pupil learning, behaviour and spiritual, moral and social development due to the very strong leadership of the head teacher; and her shared vision so strongly rooted in Christian values. All members of staff provide a safe and caring learning environment, whilst persevering through personal difficulties. Leaders, including the governors, know the staff, parents and pupils very well. One pupil commented, 'there are no favourites at Pendoylan, everyone is treated equally and those who need help are helped'. Parents spoke of the positive spiritual impact on whole families as a result of attending family worship, which arose as a result of the close links with the church developed by the head teacher over many years. The pupils have an excellent knowledge of their Welsh heritage and culture; and the standards in the Welsh language are very high. The school has excellent links with Llandaff Cathedral and participate in the 'Cathedral days' as well as attending the Diocesan, all church schools, Year 6 leavers' service. This has an excellent impact on the pupils, understanding of the Cathedral. The school needs to consolidate its efforts on developing the pupils' understanding of Global Citizenship. The RE leader evaluates the work of the school by listening to learners and scrutinising work. An effective action plan was produced over a year ago and the impact of the plan can easily be seen and measured in terms of the success criteria which has been met which has led to an improvement in standards in RE, the very successful implementation of the Christian values curriculum and the on-going planned action to deliver the new RE scheme of work. The focus on the pupils' work means that some of the older pupils are now considering questions of Christian beliefs and faith in a deep and challenging way.

The school meets the statutory requirement for collective acts of worship	Y
The school meets the statutory requirement for religious education	Y

Acknowledgement: I would like to thank the head teacher, deputy head teacher, the staff, governors and pupils for their welcome and assistance during the inspection.

