Section 50 Inspection of Church in Wales Schools Report Proforma

Cleddau Reach VC Primary School
Deerland Road
Llangwm
Haverfordwest
SA62 4NG
Diocese: St David's
Local authority: Pembrokeshire
Dates of inspection: 12/05/2026
Date of last inspection: 2012
Executive Headteacher: Rhys Buckley
Inspector's name and number: Rebecca Morteo

School context

Cleddau Reach VC Church in Wales Primary School is located in the rural village of Llangwm. The new building was opened in 2013 following the amalgamation of two Church in Wales school Burton and Llangwm. There are 215 learners on roll. Nearly all learners are of White British heritage. Very few learners speak Welsh or an additional language at home. 7% of learners are entitled to free school meals (eFSM). 4% of learners have an additional learning need (ALN). The school has been working alongside another local Church in Wales school for the past two years with the Executive Headteacher overseeing both schools.

The distinctiveness and effectiveness of Cleddau Reach as a Church in Wales school

Cleddau Reach Church in Wales Primary School is a caring, inclusive community where learners are well supported by committed staff who promote Christian values and positive attitudes to learning. Strong partnerships with parents and the community further strengthen the school's ethos.

The school offers a rich curriculum that develops learners' understanding of faith, values, and the wider world through outdoor learning, stewardship, social action, and meaningful enrichment experiences. RVE enables learners to explore Christianity alongside other faiths and views, while developing respect, empathy, and thoughtful reflection.

Prayer and reflection are embedded throughout the school day, with learners actively contributing through the prayer tree and sharing prayers with the wider

community, strengthening pupil voice and home–school links. Welsh-language worship further enhances the school's distinctive identity and sense of cynefin. Leadership is collaborative, with the vision of Believe, Achieve, Inspire clearly embedded across the school. Governors, staff, and the Diocese work closely together to maintain high standards and promote wellbeing.
Overall, the school effectively integrates faith, values, wellbeing, and learning, enabling learners to thrive within a supportive and distinctive Church in Wales community.

Established strengths

- A shared Christian vision that is clearly understood, embraced, and championed by all members of the school community.
- Highly inclusive, and positive relationships across the school community, where the wellbeing of both staff and learners is nurtured and valued.
- Thoughtfully designed curriculum approaches that provide engaging, critical, and pluralistic RVE experiences, led with confidence and enthusiasm by the RVE lead.
- Learners are empowered to confidently articulate their own beliefs, values, and viewpoints, while showing respect, understanding, and empathy towards the beliefs and perspectives of others.
- A whole-school commitment to prayer and spirituality, with a wide range of meaningful opportunities for prayer and reflection in spaces across the school.

Recommendations

- Identify high-quality professional development opportunities for all staff to further deepen their understanding of the distinctive nature of a church school.
- Continue to develop opportunities for learners to take increasing responsibility for planning, leading, monitoring, and evaluating collective worship in order to strengthen pupil voice, leadership, and ownership.
- Ensure a clear and consistent focus on the theological traditions of a Church in Wales school within collective worship.

The distinctiveness and effectiveness of Cleddau Reach as a Church in Wales school

Learners at Cleddau Reach Church in Wales Primary School demonstrate positive attitudes towards school and learning and are well supported by a highly committed and skilled staff team. All members of the school community share a clear commitment to inclusion and to living out Christian values.
Positive relationships between parents and the school further enhance learners' experiences. Parents value the openness and inclusive ethos of the school.
The school works in partnership with a range of organisations, with projects such as Walk Through the Bible and God and the Big Bang enhancing the school's Christian distinctiveness and deepening learners' understanding of faith.
Learners are encouraged to engage with the world around them from an early age, with an emphasis on outdoor learning. In Progression Step One, learners

participate in Fresh Air Fridays, beginning with learning about creation and progressing to reflecting on gratitude. Outdoor learning environments across the school have been carefully developed to support these experiences. Stewardship is actively promoted through initiatives such as litter picks and a Darwin Science–funded outdoor project, including a beach clean. The pupil Eco Team and Junior Road Safety Officers further strengthen this focus.

Learners are developing their understanding of social action and have opportunities to work with both local and national charities. For example, the school council has worked with the local Pembrokeshire Baby Bank to collect and donate essential items.

Carefully planned enrichment experiences deepen learners' understanding of the school's values. These include pilgrimages to St David's Cathedral and visits to local village churches as part of curriculum projects, enabling learners to make meaningful connections between faith, community, and place.

The "Pause for Thought" approach is embedded across the school, encouraging learners to explore philosophical questions linked to faith and belief. Floor books support reflection and discussion effectively, and staff also report that these opportunities are meaningful in their own lives. There are further opportunities to strengthen this approach, particularly by deepening its links with collective worship.

Carefully chosen curriculum topics, such as Incredible Me, support learners in developing self-identity and celebrating their uniqueness, for example in Year 1 a focus on Cynefin enables learners to reflect on places that are special to them.

A clearly planned and progressive RVE scheme of work provides learners with a wide range of rich learning experiences. Learners develop a secure understanding of Christianity alongside a range of other faiths and non-religious philosophical worldviews. For example, learners learn about calmness through Buddhism and create mandalas as part of their study of Hinduism.

Learners demonstrate respectful and inclusive attitudes when learning about different religions and beliefs. They show a strong understanding of the importance of listening to and valuing others' perspectives. Learners engage thoughtfully with challenging questions such as "Is it ever okay to steal?", listening carefully to one another and responding respectfully to differing viewpoints.

The impact of collective worship on the school community

Collective worship is a well-established and valued part of school life, clearly reflecting the school's values and Christian ethos. A structured timetable for worship is in place, with sessions led by a range of staff and visitors. Worship focuses on core values and effectively supports learners in making meaningful connections between biblical teachings and their everyday experiences, helping them to live out Christian values in a relevant and purposeful way. There are opportunities to further enhance collective worship through the inclusion of Church in Wales theological traditions.

Prayer is a natural and valued part of the school day. All classrooms include reflective spaces, and regular opportunities for reflection are embedded throughout daily routines.

Learners understand that prayer and reflection can take place anywhere across the school, demonstrating a culture of openness and spirituality. Purposefully developed additional spaces further enhance opportunities for quiet reflection and personal response.

The prayer tree in the hall provides a central and meaningful focus for collective worship. Each class takes responsibility for a half-termly theme, with learners thoughtfully composing prayers linked to this focus. These prayers are shared during worship and celebrated with families through the school newsletter, reinforcing strong home–school connections. Prayer across the school is inclusive, and invitational.
The Criw Cymraeg regularly lead Welsh-language worship, incorporating a range of Welsh Christian songs. This enhances learners' sense of cynefin and further strengthens the school's distinctive Welsh Christian identity.

The effectiveness of the leadership of the school as a Church school

The executive headteacher and senior team have ensured that the school's vision of Believe, Achieve, Inspire is deeply embedded across the whole school community, with all members demonstrating a strong and shared understanding of its meaning in practice. Positive relationships throughout the school foster a respectful, supportive, and highly welcoming environment.
There are strong and purposeful relationships with local church communities and the Cathedral. Although there has been a period of change in church leadership, these links remain secure and effective.
The school works closely with the Diocese and local advisers to secure high-quality professional development at leadership level. Building on this strong foundation, the school is now well placed to extend professional development opportunities to all staff, further enhancing practice across the school.
The RVE lead demonstrates a clear vision for the subject and has worked collaboratively with colleagues to design an authentic, purposeful, and engaging RVE curriculum. The profile of RVE is high across the school, with a curriculum that is inclusive, pluralistic, and carefully tailored to meet the needs of all learners.
Foundation Governors make an effective and active contribution to the life of the school. Through governor curriculum mornings, they are able to participate in professional dialogue with staff. Governors also meet with the RVE lead to support curriculum development and progression. Clear link governor roles are established across areas of learning.
Governors work closely and effectively with the Diocese, engaging with guidance and accessing support where appropriate. They are highly committed, demonstrate a strong understanding of the school's vision and values, and ensure these are reflected in decision-making. Shared Christian values provide a strong foundation for governance at all levels.
The school places a strong emphasis on wellbeing through targeted investment in staff training and qualifications, including ELSA provision and trauma-informed practice, ensuring learners feel safe, valued, and well supported. Older learners demonstrate care and responsibility through the Playground Pals approach, supporting younger learners at playtimes. To further strengthen provision, the school has identified a bereavement champion and a family engagement officer to support families.

Spotlight – Embedding Prayer and Reflection at the Heart of School Life
Cleddau Reach has embedded a whole-school approach to prayer and reflection. Alongside collective worship and daily prayer routines, meaningful opportunities are provided throughout the school day for moments of prayer and reflection. Learners are able to describe and identify times when they engage in these experiences, both indoors and outdoors.

Learners take responsibility for contributing to the prayer life of the school by writing and sharing prayers on the prayer tree, focused on the value of the term. These prayers are shared as part of collective worship, supporting a sense of ownership and pupil voice. The prayers are also shared with parents and the wider community through the school newsletter. This strengthens home–school links, helps parents understand the school's focus on values, and highlights the importance placed on prayer within the whole-school community.	
The school meets the statutory requirement for collective acts of worship	**YES**
Religion, values and ethics is objective, critical and pluralistic	**YES**