Appendix 1

Responses to parent questionnaires
35 parents/carers completed the parent questionnaire and 33 gave a positive response to every statement.

Nearly all parents/carers are very happy with the values and attitudes that the school fosters and are made to feel welcome in the school. They believe the school gives them a clear understanding of what is taught in religious education. Nearly all parents/carers feel their children are enabled to achieve their best in religious education and to develop spiritually through prayer and worship.

Most parents/carers believe that the school keeps them well informed about their children’s progress. They also believe that the school gives them a clear understanding of what is taught in personal, social and health education and, where appropriate, in sex and relationships education. Most feel that the school seeks their views and concerns and takes them into account.

Parents/carers are proud of their school. Many families enjoy a long-standing connection with the school. They state that they chose St John Lloyd RC Primary School for its religious nature, its Catholic ethos and values, its good reputation in the community, and its connection within both parishes. Parents/carers comment favourably on the school’s excellent social and academic environment, the teachers’ relationships with their pupils and the loving, caring, family atmosphere provided. The headteacher is described as ‘a fantastic head, friendly, kind and down to earth. She keeps the school real and grounded.’

Appendix 2

Evidence Base
- The school’s self-evaluation report
- Religious education and other related policies
- Pre-inspection commentary on the SEF document
- Meetings with the head teacher and religious education coordinator
- Discussions with parish priests/religious education link governor
- Lesson observations
- Prayer and worship observations
- Scrutiny of prayer areas and displays
- Scrutiny of pupils’ work books
- Attendance at collective worship
- Discussion with the school council
- Discussion with groups of pupils
- Observation of daily routines
- Meeting with parents and completed questionnaires
- Meetings with teacher assistants and other school staff
KQ3. How good are leadership and management?  

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<th>Good</th>
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Governors discharge their statutory and canonical responsibilities well and are frequent visitors to the school. They are proud of the school's history and reputation in the local community. Governors are supportive of school leaders, enjoy constructive relationships with staff and appreciate their achievements. They receive presentations from teachers in all areas of the curriculum, and are fully aware and involved in the prayer life of the school. They are aware of the strengths and areas for development, and continue to support the school as critical friends.

The Catholic life of the school and spiritual and moral development is promoted well by leaders and managers. Leaders are strongly committed to Catholic values and principles and these lie at the heart of the school's vision and mission. A commitment to staff training and induction contribute to the strong Catholic ethos. Staff and pupils show a good understanding of what it means to belong to a Catholic school and the importance of contributing to the school community.

The headteacher has a clear vision for the Catholic life of the school and the provision of religious education. Monitoring of the Catholic life of the school and religious education has resulted in priorities for improvement being identified, acted upon and evaluated but this needs to be embedded. The role of the religious education co-ordinator is identified as an area for further development.

Leaders and managers are good at developing partnerships with other providers and organisations and this is a strength of the school. The school offers high quality care and guidance for the wellbeing of all pupils and is particularly responsive to integrating pupils from other cultures, and those whose first language is not English. Breakfast and Wrap-around clubs are well attended. Good links exist with the feeder secondary school and transition is well managed. The school supports parish-based sacramental preparation. Attendance at Archdiocesan meetings, the CAREC course and Middle Level Leadership training are highly valued as a means of continued professional development. The school has a successful and active Parent Teacher Association, which also works closely with the School Council when developing new projects. They ensure that the school supports global issues and makes a good contribution to the needs of others within their school, parish and global communities.

Leaders promote inclusion of all as a central goal and a shared vision. Parents are welcomed into the school. Within the school there is concern, respect and hospitality towards others. Provision in religious education results in an attitude of respect and mutual understanding towards other faiths and cultures. The school participates in a wide range of neighbourhood and community activities.
KQ2. How good is provision?  Good

The quality of teaching in religious education is good overall, resulting in good quality learning. Lessons are well planned, providing a variety of imaginative activities, which take into account the range of pupils' learning needs. Teachers' subject knowledge is good and this contributes positively to the good progress pupils make across the school. Teachers' expectations help create a climate where most pupils strive to achieve their best. The quality of the relationship between pupils and staff is good. Learning support assistants, where appropriate, are deployed effectively to support literacy within religious education. Their support is of a very high standard and this extends to a wide range of extra-curricular activities. There is a need to develop the use of ICT in religious education.

Assessment procedures are becoming embedded in the school's systems and the school has a broadly accurate view of pupils' achievement and progress. Assessment, recording and moderation take place regularly and are well documented. Teachers have developed a good level of accuracy in applying Levels of Attainment. However, marking and feedback to pupils does not always identify how they can improve and move on in their learning. Pupils are not always able to say how well they are doing and how to improve. Pupil targets and tracking are in place but pupil self-assessment needs to be further developed.

The contribution to the promotion of pupil's spiritual and moral development is a strength of the school. Pupils concern for the less fortunate is evident in their fundraising for charities such as CAFOD, Missionary Children Appeal and HCPT.

The quality of prayer and worship provided by the school is good and in some areas outstanding. Evidence shows a range of different opportunities and styles of worship provided by the school that are engaging and involve pupils, parents and the parish. Teachers take responsibility for leading prayer and worship and involve pupils in its delivery. The school recognises the need to provide more opportunities for pupils to become better skilled and equipped to plan, prepare and lead their own acts of worship. The quality of displays and prayer focus areas ranges from adequate to good. In the best practice, the interactive prayer areas highlight the liturgical seasons, promote gospel values and attitudes, invite pupils to reflect and encourage spontaneous prayer. Parents/carers are invited to attend key celebrations and class-led acts of prayer and worship.
What happens next?

The school will produce an action plan that shows how it will address the recommendations.
Progress in addressing the recommendations will be monitored by the Archdiocese.

Main Findings

<table>
<thead>
<tr>
<th>KQ1. How good are outcomes?</th>
<th>Good</th>
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</table>

Pupils show good levels of enjoyment, engagement and enthusiasm for religious education and have mature, positive attitudes to learning. They are becoming increasingly religiously literate and many are very articulate and reflective in their oral responses. Children work well in lessons and enjoy the varying styles offered to them in teaching and learning that enhances the religious education curriculum. From below average starting points on entry to school, the vast majority of pupils make good progress throughout the Foundation Phase and consistent progress continues in Key Stage 2. Scrutiny of pupils’ workbooks and pupil tracking confirm that continuous progress is made during the academic year. *Here I Am* assessments, linked to the NBRIA Levels of Attainment, indicate that pupils are gaining knowledge, skills and understanding at an appropriate rate. The quality of pupils’ work is consistently good. Collaboration with other local and Catholic schools to develop the religious education curriculum contributes to good outcomes for pupils.

Pupils make a good contribution to the Catholic life of the school and benefit greatly from it. They take on responsibilities willingly and eagerly and are able to articulate why they behave and act in the way they do. Pupils feel safe. They have a strong sense of belonging to the school community and are developing skills and attitudes for life. Pupils are responsive to the use of the Welsh language. There is a good range of extra-curricular activities that support their all-round development. The work of the School Council and their care for others is evident in their fundraising for charities.

Pupils’ participation in prayer and worship is good. They are interested, reflective, engaged and responsive during acts of worship, showing respect and reverence at all times. Some pupils are beginning to plan, prepare and lead prayer and worship more independently. The prayer life of the school makes a significant contribution to pupil’s spiritual and moral development.
### Summary

#### How effective is the school in providing Catholic education?

<table>
<thead>
<tr>
<th>Good</th>
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<tbody>
<tr>
<td>St John Lloyd is a good school because:</td>
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<tr>
<td>- the Catholic ethos permeates all areas of school life</td>
</tr>
<tr>
<td>- the quality of teaching is consistently good</td>
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<tr>
<td>- very good relationships exist between pupils and adults in the school family</td>
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<tr>
<td>- highly effective pastoral care promotes pupil wellbeing</td>
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<tr>
<td>- effective partnerships with external agencies enhance the school’s provision</td>
</tr>
<tr>
<td>- prayer and worship are central to promoting spiritual and moral development</td>
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<tr>
<td>- it is a welcoming and inclusive community</td>
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<tr>
<td>- outstanding community cohesion enables pupils to have a well-developed awareness of difference and positive attitudes of tolerance and respect.</td>
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#### What are the school's prospects for improvement?

<table>
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<tr>
<th>Good</th>
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<tbody>
<tr>
<td>The school’s prospects for improvement are good due to:</td>
</tr>
<tr>
<td>- the leadership of the headteacher who is strongly committed to Catholic values and principles, which lie at the heart of the school’s mission and vision statements</td>
</tr>
<tr>
<td>- the headteacher and governing body’s commitment to the monitoring, evaluating and review of the Catholic life of the school and curriculum religious education, which is in progress</td>
</tr>
<tr>
<td>- a team of teachers and support staff who work together for the benefit of the pupils</td>
</tr>
<tr>
<td>- the ethos of the school, which recognises and celebrates the achievements of each member of the school community</td>
</tr>
<tr>
<td>- good relationships with external agencies</td>
</tr>
<tr>
<td>- highly effective pastoral care</td>
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<tr>
<td>- a proven track record for promoting inclusion and diversity.</td>
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### Recommendations and Required Actions

#### What does the school need to do to improve further?

- **R1:** Embed systems for the monitoring, evaluating and review of the Catholic life of the school and curriculum religious education
- **R2:** Increase opportunities for pupil-initiated prayer and worship.
- **R3:** Ensure consistency in the quality of classroom display and prayer areas and the use of the Welsh language in prayer and worship.
- **R4:** Develop the use of ICT in religious education
St John Lloyd RC Primary School is situated in a large housing estate serving the Catholic Community of Rumney, Trowbridge and St Mellons, including the traveller site at Shire Newton. The school caters for children from the age of 3 to 11, having opened a nursery in 2010. The local population tends to be migratory, which has an impact on pupils’ progress. For example, of the 25 pupils who were admitted to the Reception class in 2004, only 9 remained by the end of Year 6 and the other 26 pupils were admitted at various points during the primary school phase.

The school is located in an economically and socially deprived area. 46% of the children are eligible for free school meals, which is significantly above the national average. There are no children under the care of the Local Authority. At present 36% of the pupils are from ethnic minorities and the school has a traveller population of 11%. Levels of attainment on entry are low. The school has 77 pupils identified as requiring School Action, 13 as School Action Plus, and 4 pupils with a Statement of Special Educational Need. There are 204 baptised Catholic pupils and 77 pupils of other Christian denominations.

The school currently has 12 full-time, and 3 part-time teachers, of whom 13 are Catholic. There are 12 teaching assistants, 11 of whom are Catholic. One teacher and one teaching assistant hold the Catholic Certificate in Religious Studies and 4 teachers hold the Cardiff Archdiocesan Religious Education Certificate.

The outside area of the school has a creatively marked playground, a quiet area, climbing frames and facilities on the large grassed playing field. Pupils benefit from a range of extra curricular activities which support all-round development. Their wellbeing is promoted through a highly effective pastoral care system. Pupils concern for the less fortunate is evident in their fundraising for charities such as CAFOD, Missionary Children Appeal and HCPT. They are proud of their Healthy Schools Silver Award and Silver status for the Eco Schools award. The school is part of the Global Gateway and has an International Policy. They have established links with schools in Zimbabwe, Pakistan, Portugal, Poland, France and Spain.
During each inspection, inspectors aim to answer three key questions:

**Key Question 1:** How good are outcomes?
**Key Question 2:** How good is provision?
**Key Question 3:** How good are leadership and management?

Inspectors also provide an overall judgement on the school’s current performance and on prospects for improvement.

<table>
<thead>
<tr>
<th>Judgement</th>
<th>What the judgement means</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>Many strengths, including significant examples of sector leading practice or practise that is both consistent and highly effective.</td>
</tr>
<tr>
<td>Good</td>
<td>Many strengths and no important areas requiring significant improvement</td>
</tr>
<tr>
<td>Adequate</td>
<td>Strengths outweigh areas for improvement</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Important areas for improvement outweigh strengths</td>
</tr>
</tbody>
</table>

The table below shows the terms that Archdiocesan inspectors use and a broad idea of their meaning. It is for guidance only.

<table>
<thead>
<tr>
<th>Proportion</th>
<th>Description</th>
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<tbody>
<tr>
<td>With very few exceptions</td>
<td>Nearly all</td>
</tr>
<tr>
<td>90% or more</td>
<td>Most</td>
</tr>
<tr>
<td>70% or more</td>
<td>Many</td>
</tr>
<tr>
<td>60% or more</td>
<td>A majority</td>
</tr>
<tr>
<td>Close to 50%</td>
<td>Half/around half</td>
</tr>
<tr>
<td>Below 40%</td>
<td>A minority</td>
</tr>
<tr>
<td>Below 20%</td>
<td>Few</td>
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<tr>
<td>Less than 10%</td>
<td>Very few</td>
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Copies of this report are available from the school and from the Archdiocesan website: www.rcadc.org
Archdiocese of Cardiff

Inspection Report
St John Lloyd RC Primary School

Inspection dates
7th – 9th November 2011

Reporting Inspector
Mrs P J Antolik

Accompanying Inspector
Mrs M Barnard

Type of school
Primary

Age range of pupils
3 - 11

Number on roll
281

Local Authority
Cardiff

Chair of Governors
H H Christopher Llewellyn Jones

School Address
Brynbala Way,
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Fax no.
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ehennessy@cardiff.gov.uk

Parishes served
St John Lloyd
Blessed Sacrament

Date of previous inspection
27th - 28th September 2005

Headteacher
Mrs E Hennessy

Canonical Inspection under Canon 806 on behalf of the Archdiocese of Cardiff and Inspection of denominational education under Section 50 of the Education Act 2005