



St Robert's Catholic Primary School

URN: 401081

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

15–16 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

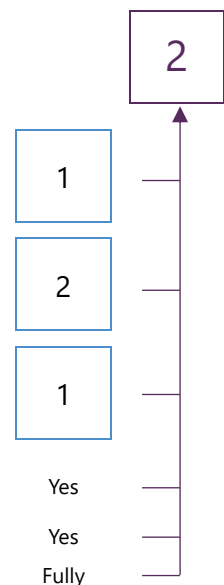
Collective worship (p.7)

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 (RE) laid down by the Bishop's conference.
- The school has complied in relation to any additional requirements of the diocesan bishop.
- The school has fully complied in relation to the previous areas for improvement.

What the school does well

- St Robert's school is a welcoming and distinctively Catholic school. Good relations are a strength of the school, leading to a very strong sense of community.
- Pupil behaviour is exemplary, and pupils are happy to be part of their school's community.
- Pupils are religiously literate and show enjoyment, positive attitudes, and confidence in RE and are happy to be part of their school community.
- The highly committed head teacher, leaders, governors, and staff are fully dedicated to the mission of the church, school, and communities, and work for their success.

What the school needs to improve

- Leaders need to further facilitate planning, implementation, and monitoring of the *Religious Education Directory*.
- Further develop RE teaching and planning to allow for more opportunities for pupils to develop their ideas and learning independently and creatively.

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

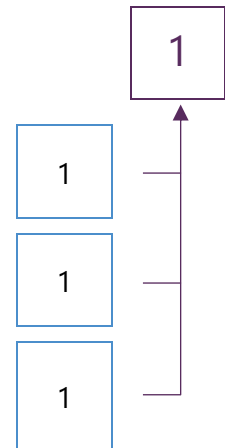
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The school mission statement mission is 'Jesus in Us'. Pupils understand and embrace the distinctive mission of their school. Pupils are happy, confident, and secure, as seen in philosophy lessons based on the virtues of 'loving and compassionate'. Pupils gave mature responses whilst debating issues on Catholic social teaching. Pupils take a leading role in responding to the demands of Catholic social teaching, such as the St Bob's COGs (St Robert's Community Outreach Groups) being actively engaged in responding to the demands of those in need. They can clearly articulate why they have chosen and organised activities, such as supporting local charities like the food bank, 2Wish, and homelessness charities. This active participation significantly enhances the life and mission of the school, and they are rightly proud of their achievements; being the smallest Catholic school in Wales raising the most amount of money for Cafod, for example, and having over 250 people taking part in their fundraising activity. The behaviour of pupils is exemplary in lessons and throughout the school. Pupils willingly participate and contribute to the many opportunities provided by the school.

The representation of the mission statement is visible upon entry to the school, so that the individual Catholic ethos is recognised immediately. Staff embrace the mission statement as a clear expression of the educational mission of the school, and it is regularly revisited with all included. The quality of relationships and culture of welcome is a strength of the school. This is evident by a lived sense of community. A comment from the parent questionnaire reads: 'St Robert's is a wonderful school with all being clear role models to the children of what it means to live out the Gospel Values. The Catholic life of the school is central to all that it does, and the school does a wonderful job of nurturing the faith of the children in its care.' The school goes the extra mile to provide a supportive and joyful community for each of its members, for example, providing a much-needed weekly toddler group, which is organised by staff at the school and is well attended. The school environment effectively witnesses the Catholic character of the school. The displays and outside spaces offer opportunities for

prayer, reflection, and spiritual development. The provision for RSE is carefully planned to ensure that, as well as meeting statutory diocesan requirements, it is firmly rooted in the teaching of the church. Resources are used to celebrate the holistic vision of the human person.

All leaders are clear in the Church's mission for education and promote the diocesan vision strategically by taking on board and responding to all policies and training. The school works with the local parish, facilitating the implementation of sacramental programs. There are numerous requests for baptism each year, and this is living evidence of how the school is central to the evangelisation of the school and parish community. Governors are highly committed and ambitious for the school as a Catholic community and offer challenge, when necessary, such as working alongside leaders on self-evaluation and further developing the assessment tool. They are regular visitors to the school. The link governor for RE is effectively involved with school leaders, monitoring and evaluating Catholic life and mission. Although recently appointed, she already makes a highly significant contribution to the life and mission of the school. The link governor has also completed a learning walk in January and made suggestions for a way forward, making teachers aware of strategies for inclusion of all pupils in lessons and their progression. Leaders are joyful and determined in the pursuit of their role as guardians of the Catholic life and mission of St Robert's. Pupils contribute in a planned and systematic way to evaluating Catholic life and mission and take a lead in planning improvement, presenting their ideas and action plans to governors and pupils. Professional development, focusing on the Catholic life and mission of the school, is well planned and effective. Further staff training on prayer and liturgy was delivered in the spring term, when family prayer bags were given out and a refresher on Christian meditation was led. The self-evaluation document is concise and honest and works to further enhance the Catholic life and mission of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

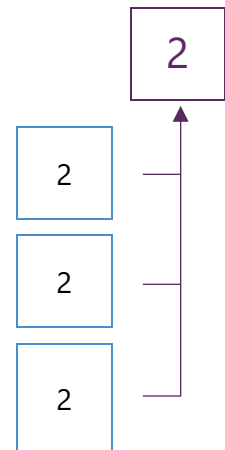
How well pupils achieve and enjoy their learning in religious education

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



Pupils' engagement in lessons is very good in all classes. They use discussion and collaboration well, as shown by upper primary pupils reflecting on what it means to be a Christian. Pupils are religiously literate and engaged and are given opportunities in lessons, using dedicated moments of silence, to reflect on their work. The adoption of the Directory is developing, with the school learning and adapting their approach. The effective use of the reflection and marking policy ensures that pupils reflect on their learning and identify ways forward. Pupils respond well to marking and feedback, recognising how they can improve. Pupils produce work that is presented well; however, more opportunities are needed for pupils to take the initiative in their learning in original and creative ways, with less reliance on scaffolds. This would further extend their learning. Pupils enjoy their learning and approach lessons with interest and enthusiasm, as seen in the children in Foundation stage recalling the story of Pentecost. However, outdoor spaces could be utilised better for all classes to allow pupils to achieve, enjoy, and extend their learning. Achievement is in line with other core subjects.

Teachers have a high level of confidence and subject knowledge, which they communicate effectively to pupils. As a result, pupils in upper primary were able to reflect on the blessing of oils by the Archbishop, comment on his actions, and write a fictional guide for a new priest. Staff knowledge and expertise are developed through carefully planned staff development days, as well as diocesan training. Teachers are clearly committed to RE and effectively communicate this. Teachers and support staff are committed to the value of RE and communicate this effectively to pupils. Teaching is good across the school and high-level questioning is consistent through the use of philosophy for learning approaches and assessment techniques. In the best lessons, effective questioning was used to recall prior knowledge, and activities were planned according to the age and stage of the pupils, enhancing their learning and engagement in the lesson. The school has developed an RE tracker that measures progress and attitudes to learning. It shows that nearly all pupils make good or better progress and

details their attitudes to learning. Overall standards are good. Pupils steadily improve their knowledge, making good progress from their starting points as they move through the school. Dedicated staff time for planning is needed to concentrate on a more creative and independent approach. This would further extend pupils' achievement and responses. The school could now further develop its creative and imaginative use of these spaces to enhance RE. The displays around the school enhance the environment and reflect the current RE topic. Celebration of effort, verbally and through their written work, is effective in motivating learners to achieve.

Leaders and governors ensure that the school curriculum for RE is a faithful expression of the Directory. Senior leaders have taken the time to trial different resources and will next review the current resource later this year. A further review of planning may allow opportunities for a more creative and independent response for pupils. RE is identified as a core subject and timetable priority is given to ensure that the correct amount is taught. Links are forged with appropriate agencies and the wider community to provide a wide range of enrichment activities to promote pupils' learning and engagement with RE. High-level learning experiences are achieved through the involvement of visits and visitors, e.g. Cafod, Life Exhibition, Tabernacle Nativity, Aberkenfig and District Foodbank/Foodstore, as well as cluster work and links with the parish church. Leaders ensure professional development is available for staff. The monitoring cycle includes all stakeholders and gives leaders the opportunity to evaluate all areas of RE.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

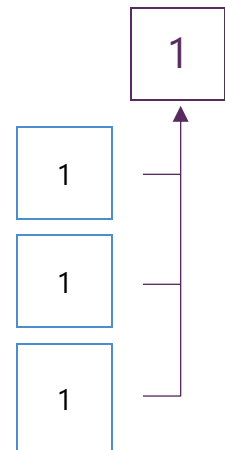
How well pupils participate in and respond to the school's collective worship

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



At St Robert's, whole school and class acts of worship take place regularly, expressing the Catholic character of the school. All pupils respond positively to the opportunities provided. Behaviour is excellent and pupils were reverent, responding and participating confidently, joining in prayers, and singing enthusiastically. For example, during the assembly 'Shelter the Homeless', pupils were highly engaged and responsive and able to demonstrate reverence, participating fully. Opportunities for personal reflection allow pupils to be confident and engaged. Scripture is at the heart of prayer and liturgy. The head teacher and staff are inspiring models of exemplary practice to pupils as participants in and leaders of prayer and liturgy. Through the range of collective worship opportunities and resources available to them, pupils are deeply engaged and use scripture, symbols, silence, music, meditation, and reflection effectively. Acts of collective worship are varied and engage pupils' interest, with a wide range of traditional and Welsh language prayers embedded in the daily prayer life of the school, such as the school prayer and the Angelus. Pupils have a high level of awareness of how prayer and liturgy influence the curriculum and wider life of the school, especially through the work of St Bob's COGs in all classes, the Live Simply Award action plan based on living simply, sustainably, and in solidarity, as well as cross-curricular links. Pupils can express how their faith and actions influence their learning across all areas, the whole school community and internationally, for example, through raising money for the local food bank.

Collective worship is a central part of school life, and pupils respond positively to the opportunities provided. Acts of prayer and worship are planned across the liturgical year to include a wide range of experiences for all. The school makes use of the spaces available, with prayer spaces in all classrooms and outdoors, including the new Marian Grotto and Prayer Garden. Time and attention are given to ensure that these spaces are used appropriately, well cared for, and conducive to prayer. They are used, for example, during May and October rosary, Stations of the Cross and the Crowning of Our

Lady. Imaginative and creative use of spaces include each classroom having a focal point for prayer with artefacts. Time and attention are given to these spaces being used and well-cared for. The school assists with the sacramental preparation of pupils in partnership with the parish. The prayer bags initiative provides an excellent link to home and a very good opportunity for families to be involved in their child's spiritual development and the prayer life of the school.

The head teacher and curriculum lead, along with staff, effectively reflect on their practice to develop pupils' experiences of high-quality liturgy. Governors have high ambitions for the school and a secure understanding of its mission; consequently, the monitoring of collective worship is accurate. The chair of governors and the RE link governor participate in formal monitoring activities, such as learning walks, and feed back to the governing body so that governors are well informed of the range and quality of the experience pupils receive. Leaders and governors recognise that prayer and liturgy are central to the school, and it is prioritised when setting budgets and allocating time staffing and resources. Diocesan initiatives are followed, and training is disseminated effectively by senior leaders.

Information about the school

Full name of school	St Robert's Catholic Primary School
School unique reference number (URN)	401081
School DfE Number (LAESTAB)	6723315
Full postal address of the school	St Robert's Catholic Primary School, Danylan, Aberkenfig, Bridgend, CF32 9AB
School phone number	01656815515
Headteacher	Carmen Beveridge
Chair of governors	Brian Davies
School Website	www.strobertscath.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	27 – 28 April 2016
Previous denominational inspection grade	GG

The inspection team

Juliet Stack

Rebecca Langley

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

