

Archdiocese of Cardiff



Inspection Report St. Cadoc's Catholic Primary School Cardiff

Inspection dates	15 – 17 March 2017
Reporting Inspector	Mr Lyndon Watkins
Accompanying Inspectors	Mrs Juliet Stack Mrs Sheelagh McCool
Type of school	Primary
Age range of pupils	3 - 11yrs
Number on roll	301
Local Authority	Cardiff
Chair of Governors	Mr John Travers
School Address	Shaw Close Llanrumney Cardiff
Tel. no.	029 20778545
E-mail address	stcadocsprm@cardiff.gov.uk
Parishes served	St. Cadoc's, Llanrumney and Blessed Sacrament, Rumney
Date of previous inspection	1 – 3 November 2010
Headteacher	Mrs Natalie Gould

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

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.

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

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

Proportion	Description
With very few exceptions	Nearly all
90% or more	Most
70% or more	Many
60% or more	A majority
Close to 50%	Half/around half
Below 40%	A minority
Below 20%	Few
Less than 10%	Very few

Copies of this report are available from the school and from the Archdiocesan website: www.rcadcschools.org

Context

St. Cadoc's Catholic Primary School is situated in the east of the city of Cardiff, within the parish of St. Cadoc's, Llanrumney. It currently has 301 pupils on roll, 48% of whom are baptised Catholics, 30% are baptised in other Christian denominations, 5% are of other major world faiths and 17% have no religious affiliation. Some 29% of pupils have English as an Additional Language (EAL), 28% receive free school meals (eFSM) and 21% have been identified by the school as having additional learning needs (ALN). The school population has grown significantly over the last six years, increasing by over 30% in that time.

The headteacher has been in post since September 2016. She leads 15 full-time and 2 part-time teachers; of these, 71% are Catholic and 25% hold the Catholic Certificate of Religious Studies (CCRS). The school has 15 curriculum support staff, 82% of whom are Catholic. There have been significant staffing changes in the recent past due to long-term sickness and to maternity leave.

Since its last Section 50 inspection in 2010, leaders have been working on the recommendations made in relation to:

- The Religious Education co-ordinators' role in relation to monitoring quality.
- pupils' involvement in the preparation, planning and leading of prayer and worship.
- coverage of other faiths in the programme of learning.
- providing opportunities for pupils to appreciate the religious and cultural diversity within the school.

The priorities identified by leaders for development in the current academic year relate to:

- increasing pupils' engagement and participation in collective worship.
- implementation of daily Christian meditation across the school to develop children's wellbeing and spirituality.
- increasing the proportion of pupils achieving expected level of attainment in Religious Education.

Summary

How effective is the school in providing Catholic education?	Good
St. Cadoc's is a good Catholic school because: <ul style="list-style-type: none">• standards in academic Religious Education are good.• the quality of teaching is good.• assessment practice is good.• the quality of collective worship is good• the behaviour of pupils is excellent.• the Governing Body fulfil their role well.• leadership and management are good.	
What are the school's prospects for improvement?	Excellent
Prospects for improvement are excellent because: <ul style="list-style-type: none">• the work of the Headteacher, who has been in post for a short time, has already made a very positive impact. She shows passion and drive in her role. All evidence indicates that this process of improvement will continue.• the two leaders of Religious Education have the necessary levels of skill and commitment required to drive further change and improvement.• many teachers show the potential, given, excellent professional development, to raise significantly their level of performance.• pupils' attitudes towards learning are impressive. They will respond positively to the recommendations made in this report, particularly in relation to the development of an ambitious and more independent approach to learning.	

Recommendations and Required Actions

What does the school/college need to do to improve further?

R1: Ensure that the planning of learning in Religious Education fully takes into account the need to extend and challenge all potentially high attaining pupils.

R2: Develop an increasingly ambitious approach to pedagogy in Religious Education in order to promote varied and high quality independent learning opportunities for pupils.

R3: Develop cross curricular skills through Religious Education, particularly those related to Information Technology.

What happens next?

The school will produce a Post-Inspection Action Plan within 45 days of the publication of this report that shows how it will address the recommendations. Progress in addressing the recommendations will be monitored by the Archdiocese.

Main Findings

KQ1. How good are outcomes?	Good
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Outcomes are good.

Pupils become increasingly religiously literate at a good rate as they progress through the school. They possess knowledge, understanding and skills that are appropriate for their age. A particular strength is pupils' ability to think spiritually. This is highlighted very well by the manner in which they are able to plan collective worship collaboratively for their peers as seen in class worship during the inspection. They show a good understanding of the demands of religious commitment in everyday life. This was illustrated during the inspection through discussions with pupils about the challenges provided by the season of Lent. On the whole, pupils make good progress from their starting points however, potentially high-attaining children would benefit from a broader range of learning experiences with greater levels of challenge. Significant numbers of pupils show the ability and potential to be able to attain at levels beyond those expected. Pupils across the school consistently take a role in improving their knowledge and understanding by making use of self-assessment materials at the conclusion of each topic (three per term). This would have a greater impact if targets for improvement always focussed on Religious Education rather than on general points such as 'improving handwriting' for example. There are limited opportunities in evidence for pupils to develop their competence as learners. This is partly due to the high proportion of learning that is adult-led with pupils carrying out instructions. Pupils would benefit from having more challenges to find out and to discover independently. Pupils remain on task very well and they display high levels of diligence in their learning.

The quality of pupils' work, overall, is good. At the end of the Foundation Phase (Year 2), in 2016, 97% of pupils were assessed at the target Level 2 in RE (100% for the other core subjects). At the end of Key Stage Two (Year 6), 83% attained the target Level 4 in RE (93% in the other core subjects). No pupils attained above expected levels. There is significant potential for this area to be developed in future. The system for tracking pupil progress across the school is good and with time it shows the potential to contribute towards setting targets and raising standards effectively.

All pupils appreciate, value and participate in the Catholic life and mission of the school. Pupils take on responsibilities and participate constructively in the Catholic life of the school beyond routine lessons and activities, including evaluating their Catholic education. The recently created Senedd Tim Chaplaincy takes a leading role in activities which promote the school's ethos within school and in the wider community. They are an active group and have produced an action plan for the way forward including recently designing success criteria to create improved prayer foci tables in Foundation Phase. This is a committed group who with greater independence could make even more impact on the ethos of the school. They have written a school prayer and school song which has been

shared with the rest of the school and have prepared a St Cadoc's feast day Mass. Two members feed back to Senedd Cadoc Sant (a form of school parliament) to share their work as a team.

Pupils understand the importance of key celebrations in school throughout the liturgical year and they contribute in the parish community. All pupils participate in a variety of collective worship opportunities within the school, including organising their own 'Gweddïwn' prayer activities. All acts of worship are well-resourced and planned. This offers an opportunity for all pupils to respond appropriately and join in community prayers with confidence and dedication. Music, art and symbolic actions are used appropriately to enhance the opportunities for engagement and response in 'Gweddïwn'. All pupils participate in prayer and worship and pray with confidence and respect. During the inspection, all pupils displayed reverence and in liturgies observed they also demonstrated the ability to reflect in silence with excellent behaviour. Both acts of worship observed in classes displayed elements of excellence, particularly when pupil led. Pupils have a sound knowledge of the key celebrations of the liturgical year and they attend Masses.

Pupils are considerate to others and caring to anyone in need. They respond to the needs of people beyond the school, for example, fundraising for CAFOD and use of Fairtrade goods. They show an understanding of the need to forgive and be forgiven and have a good understanding of right and wrong as demonstrated in assemblies about Lent and behaviour throughout the school. Pupils have an understanding of family life and sexual relationships within a moral framework that is consistent with the teachings of the church. Sex and relationships education is provided by staff and the 'Journey in Love' programme; however parents during the parents meeting were unsure of the details of the programme. The school has achieved Stage 2 of the Healthy Schools scheme and is currently working towards Stage 3.

The school offers an extensive and varied extra-curricular programme to meet the needs of pupils. There is an excellent uptake which allows pupils to further develop their interests, skills and talents.

The response of pupils and their participation in the school's prayer and worship is good. In all acts of collective worship, pupils' behaviour was exemplary. They acted in a respectful, reverent and reflective manner. In a variety of settings pupils act with reverence and respect. They listen attentively and their behaviour is excellent. In the whole school assembly observed, there was an orderly and calm entrance to the hall. Each class brought a candle and joined the worship reverently. The music used was reflective and engaging and the use of 'Makaton' enhanced the worship and singing. There was a lovely visual element which was appropriate to the needs of the children when building the story of Zacchaeus. The worship was adult-led and appropriate to the age of the pupils. There was traditional prayer and limited use of Welsh. The school needs to further increase pupils' independence in the preparation and leading of worship.

KQ2. How good is provision?	Good
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Provision is good.

Overall, the quality of teaching is good. During the inspection 22 judgements on teaching were made by inspectors; 16 were good (72%) and 6 (27%) were adequate. Teachers plan learning in a good and consistent manner with due reference to the 'Come and See' scheme of work used by the school. Their subject knowledge is good. Differentiation is generally appropriate; it could be further improved however, through the development of creative and ambitious planning in order to facilitate a more challenging approach to learning, aimed at encouraging independent and investigative study, which is currently under-developed. This will demand that teachers have as high expectations of pupils' attainment in academic Religious Education as they currently display admirably in relation to their behaviour. The pattern of teaching evident relies too heavily on teacher led activities. This could be improved by teachers employing a broader range of teaching strategies in their practice. Relationships between staff and pupils are very good; this in turn, results in pupils showing high levels of commitment to their learning and a determination from nearly all pupils to do their best. Good use of new and emerging technology occurs in a small number of classes. However, this is under-developed generally. The school has recently invested heavily in this area and this presents an opportunity for leaders and staff to work together in order to promote best practice in IT. Further cross-curricular skills development through the increased promotion of pupils' skills in numeracy would further enhance practice. The school's teaching assistants exhibit a positive attitude towards pupils and their learning, which they support well. They play an important part in developing and maintaining the strong sense of community in the school.

A good system has been developed in the recent past to track the progress of pupils across the school. This allows staff to be aware of each pupil's current attainment in Religious Education and for targets to be set for their development. Over time, as this system embeds, it will allow for analysis of progress of pupils as they move through key stages and the school as a whole. Marking of pupils' learning is carried out diligently and consistently across the school. The school's marking policy asks teachers to identify a 'way forward' for pupils. They tend to do this by asking further questions within marking comments or by suggesting areas to develop. This works well in some cases, when the questions involved elicit responses which extend depth of understanding and when they relate to key 'driver' words that have been identified. Assessment for Learning (AfL) strategies feature in many classes. These involve some examples of peer marking and a 'thumbs up or down' approach to check understanding for example. This work would have a greater impact if it were consistently in place, in a progressive manner across the school. The school's work allows for an accurate picture of each pupil's attainment to be established at the end of each academic year. This is particularly beneficial for transition across phases.

The Bishops' Conference statutory requirements and Diocesan requirements are met. The Religious Education curriculum provides good opportunities for spiritual, moral, social and cultural development.

Prayer and acts of collective worship are central to the life of the school and are well resourced. Worship observed during inspection made good use of these resources.

Pupils are secure in their understanding of Catholic teaching in an age-appropriate way and demonstrate respect for others' beliefs; all pupils have studied Judaism in the Autumn Term and the school has resources to study other religions.

The school renewed its Platinum Flag and Fair Trade status in 2016.

Opportunities are provided for parents, carers, the parish and the local community to participate in areas of school life, including a variety of celebrations. Parents expressed a will to create a Parent Teacher Association, as they feel this could be a development for themselves and the school. Pupils' involvement and participation in events within the school, and local and wider community leads to a greater understanding of their place in society. This includes the annual Harvest Festival and Afternoon Tea; all donations are received by the local Society of St Vincent de Paul (SVP) and Macmillan Cancer Support.

The quality of prayer and worship is good. It is reflective and inclusive. There is breadth and variety in the daily acts of worship and time has been given to reflecting on use of space, seating, music and resources used. Nearly all acts of worship reflect the Catholic character of the school, including the recently implemented meditation sessions. During each week, the headteacher, other leaders and all teachers lead the school in prayer and worship and involve pupils in its delivery. Pupils in all classes plan a Gweddïwn act of worship each week and are developing their skills to plan and lead high quality collective worship. Gweddïwn is used weekly across the school. In all classes, just below half of pupils have prepared a prayer session so far this year.

Prayer and acts of collective worship are very well resourced across the school and they are central to the life of the school. During the inspection, five acts of worship were observed, one whole school, one KS2, two class-based and a class assembly to which parents were invited. There has been a great deal of work and focus on further developing worship in the school; this is ongoing and the school has recognised the need to provide more opportunities for pupils to become better skilled and equipped to plan, prepare and lead their own acts of collective worship with greater independence.

The accommodation and resources are of good quality, well maintained and they provide a stimulating learning environment. Every effort has been made to highlight the Catholicity of the school together with the mission statement 'Pray together, learn together, play together, grow together'. Many attractive and engaging religious artefacts and images are to be found around the school. Every classroom includes an attractive focal point for prayer and reflection that reflects the current Religious Education topic. They are all interactive and engaging for pupils.

Themes are consistent with the Catholic character of the school. They celebrate the liturgical life of the Church, reflect 'Come and See' topics and are relevant to the lives of the pupils.

KQ3. How good are leadership and management?	Good
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The quality of leadership and management is good.

Governors fulfil their canonical and statutory responsibilities well and they exhibit good levels of commitment to their roles. In particular, there is an awareness of the central role of foundation governors to promote and uphold the Catholic nature and ethos of the school. The relationship between the governing body and the new headteacher is developing well. The practices in place to shape the strategic direction of the school and to monitor it are in the process of development. This rapidly improving area of school life is likely to make a significantly positive impact in the short to medium term. Governors promote community cohesion well; many of them are a part of the local community and they rightly, feel a sense of pride in their school. They have overseen appropriately the work that needed to be completed in relation to the recommendations from the previous Section 50 inspection report.

The headteacher has been in post for a relatively short time. She displays an admirable determination to work towards raising standards in academic Religious Education and to further promoting the quality of the Catholic life of the school. A positive impact is already evident and St Cadoc's should be setting itself the very realistic target of achieving excellence in the near future. The headteacher is supported ably by two leaders of Religious Education. They display a sound and realistic understanding of the school's current position and an impressive sense of commitment to their work.

The manner in which the Catholic life of school is monitored has been refined and improved during the current academic year and some good work has been done. However, this is not yet fully embedded and therefore its impact is difficult to judge. Collective worship is now monitored and feedback is provided by leaders. The range of opportunities for pupils to develop their spirituality has been broadened by leaders recently; the introduction, for example, of meditation for all pupils has already made a positive impact.

The quality of the monitoring, evaluating and reviewing (MER) of academic Religious Education has been refined and improved during the current academic year. Lessons have been observed by leaders and pupils' books regularly scrutinised. Written feedback has been acted upon. This work also needs to be fully embedded into the life of the school, including the full involvement of governors, in order to secure a significantly positive impact. Good collation and basic analysis of data is in place, particularly at the end of each phase. This includes an examination of the performance of pupils with English as an Additional Language (EAL) and those pupils who are entitled to free school meals (eFSM). Leaders have not been in a position to ascertain the quality of teachers' planning for Religious Education directly due to historic internal arrangements; rather, they have relied on evidence in pupils' books. Leaders are working to resolve this situation in order to further develop the quality of their work.

Good arrangements are in place to seek the views of pupils and parents in relation to the work of the school. The School Development Plan, devised by leaders and approved by governors, includes appropriate areas of priority for Religious Education. The school's self-evaluation document is accurate and thorough. It covers all areas of school life. In parts, it is overly descriptive but overall, it is good.

The school has a range of good, positive partnerships in place. It works closely with the parish of St. Cadoc's. The work and approach of the parish priest is very impressive. He is at the school regularly and pupils also visit the parish church for Masses and other services. This link and the sense of community evident are strengths of the school. The school works well with the Archdiocese. Staff attend training events and put Diocesan guidance into practice. In addition, it plays an active part in the recent diocesan initiative with regard to Catholic School Religious Education Support Groups, beginning to look at ways that Professor Graham Donaldson's 'four core purposes' for the curriculum in Wales may apply to Religious Education. This, in turn, reflects another positive partnership with the Welsh Government as highlighted by the Pioneer School work being carried out currently. The school has good relationships with its receiving secondary school and transition activities are appropriate.

Community cohesion is strong across the school. A sense of community is palpable. A clear Catholic identity is evident. All staff and the parish priest deserve great credit for this, as only 48% of pupils at the school are baptised Catholics and yet nearly all children appear to be at ease within the community and they want to contribute positively towards it. Global citizenship is well developed. Recent developments to establish the 'Senedd Cadoc Sant' have given pupils the opportunity to learn about the decision-making processes in institutions and to actively participate themselves. The school supports a range of charities including Mary's Meals, CAFOD and Mission Together; the latter was being supported at the time of the inspection and pupils across the school were using case studies to learn about people in poverty. The study of other major world religions is incorporated into learning patterns well and an understanding of difference is encouraged. St Cadoc's is a Platinum Green Flag Eco-School; this indicates that an appreciation of the need to care for the environment is important to the community. Parents are supportive of the school and recently they have appreciated the opportunities provided by the school to become more actively involved. During the inspection, for example, a good turnout of parents attended a class led assembly; afterwards, they were invited to their child's class to look at their work. Responses to parental questionnaires for the inspection were nearly all positive and the small number who attended the parental meeting with inspectors were supportive of the school and its work.

Appendix 1

Parental/Carers' Questionnaires.

Thirty-eight questionnaires were received; 95% of returns were wholly positive in nature. Common comment related to:

- the strong sense of 'family' at the school.
- the positive and friendly approach of staff.
- the school's positive reputation in the local area.
- high standards.
- parents' determination to secure a good Catholic education.

Appendix 2

Evidence Base

- Pre-inspection team consultation.
- Self-Evaluation documents.
- School Improvement Plan.
- Lesson observations in twelve classes.
- Observations of acts of collective worship.
- Scrutiny of pupils' workbooks.
- The school environment.
- Foci for prayer and reflection.
- Discussions with staff.
- Interviews with the headteacher, the curriculum leader, the link governor for Religious Education and the governing body.
- Meeting with parents.
- Meeting with the 'Senedd Cadoc Sant'.
- Parental questionnaires.
- A range of portfolios provided.