

Archdiocese of Cardiff



Inspection Report Saint Peter's Catholic Primary

Inspection dates	8 – 10 October 2018
Reporting Inspector Accompanying Inspector	Mrs Jacqueline Phillips Mr David Blackwell Mr Gareth Rein Mrs Sheelagh McCool Mrs Lindsay Smith
Type of school	Primary
Age range of pupils	3 -11
Number on roll	539
Local Authority	Cardiff
Chair of Governors	Mrs Anne O'Brien
School Address	Southey Street Roath Cardiff CF24 3SP
Tel. no.	029 2049 7847
E-mail address	schooladmin@stpeters.cardiff.sch.uk
Parish served	St Peter's
Date of previous inspection	June 2013
Interim Headteacher	Mr Peter Knight

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 Archdiocese of Cardiff Schools website: www.rcadcschools.org

Context

St. Peter's Catholic Primary School has served the Roath area of central Cardiff since 1868. It has expanded significantly over the last twenty years. Following the amalgamation of separate infant and junior schools in 1992, the accommodation has needed to expand in order to facilitate this rapid growth. There are currently 539 pupils on roll which is slightly lower than at the time of the last inspection. The school's current interim headteacher took up the post on a full time basis in September 2018, following a term's shared responsibility. The deputy headteacher has been in post for 5 years and holds the NPQH.

There have been some changes within the governing body of the school since the previous inspection, including a new chair and vice-chair and there are 14 governors. There have been a number of key staff changes within the last 2 years. In total, the school has 22 full-time teaching staff all of whom are Catholic. Four staff hold the Catholic Certificate in Religious Studies (CCRS). Twenty-one learning support assistants (LSAs) are in place, along with 2 higher level teaching assistants (HLTAs), all but one of whom are Catholic.

In addition to the significant increase in pupil numbers in recent years, the ethnic mix of pupils has also changed considerably. Some 40.2% of pupils are now from a range of ethnic minorities, a slight fall from 42% in 2013 but an increase from 25% in 2007. In total 95.4% of pupils are baptised Catholics, 2% are of other Christian denominations, a further 1.85% are of other religions and 0.75% of no religion. English is an additional language for more than 40% of pupils. Free school meals (FSM) are received by 12% of pupils. This is below the local authority average of 21.5% and below the national average of 18.4%. 10.4% are identified as having special educational needs (SEN). There are no pupils in the school identified as being young carers.

Areas identified for development in the schools last inspection in 2013 were:

- Develop planning to provide opportunities for independent learning and ensure that all pupils experience appropriate levels of challenge, thus creating opportunities for them to achieve their potential. (Planning needs to be ambitious and clearly identify differentiation by task in order to facilitate this recommendation).
- Develop a rigorous system of monitoring, evaluation and reviewing in order to facilitate an effective programme of lesson observations thus allowing targets to be identified for individual teachers and for the staff as a whole.
- Develop assessment practices to ensure that the tracking system, currently in its infancy, is developed so that leaders are able to clearly identify rates of progress of individuals, year groups and smaller groups of learners. Challenging targets should flow from this work.
- A revision of the school's marking policy is undertaken in order to ensure that marking is consistently of a high standard and that it routinely identifies a way forward for pupils to improve their learning.

In its Improvement Plan, the school has identified the following as being current areas of priority for improvement in Religious Education:

Priority 1

To introduce and develop the Catholic Pupil Profile within school to improve outcomes.

Priority 2

To strengthen the assessment processes in Religious Education in order to improve provision and therefore standards.

Priority 3

To increase opportunities for the study of scripture using a medium of their own choice (independent learning skills) and thus improve enjoyment.

Achievements include the Healthy Schools Award level 4.

Summary

How effective is the school in providing Catholic education?	Adequate
<p>Catholic education at St Peter's is adequate because:</p> <ul style="list-style-type: none"> • a living Catholic faith is at the heart of this community, ensuring that it is a distinctively Catholic school where all are welcomed and valued. • the behaviour of the pupils and their respect and tolerance for each other is very good. • children enjoy Religious Education. • the Catholic life of the school is good. <p>However:</p> <ul style="list-style-type: none"> • Recommendations from the previous Inspection have not been fully met. • The quality of teaching throughout the school is variable. • Assessment practices and MER processes are under-developed. 	
What are the school's prospects for improvement?	Adequate
<p>The school's prospects for improvement are Adequate because:</p> <ul style="list-style-type: none"> • there are on-going uncertainties regarding the leadership and management of the school. • the quality of teaching and learning is adequate. • self-evaluation processes are not embedded in the life of the school. • data is not analysed effectively to make an impact on standards. 	

Recommendations and Required Actions

What does the school need to do to improve further?

R1: Implement a robust monitoring and evaluation cycle that reviews all aspects of Religious Education and Catholic life of the school, to ensure a rigorous, systematic approach that leads to continued improvement of pupil outcomes.

R2: Implement Assessment for Learning in Religious Education throughout the school.

R3: Train the newly appointed Religious Education co-ordinator in order to develop all staff, improve the quality of teaching and learning and raise expectations and standards in Religious Education.

R4: Establish links with schools exemplifying good practice, encouraging staff to develop their potential and enable them to deliver consistent high quality collective worship.

What happens next?

The school will submit a Post-Inspection Action Plan to the Director of Religious Education that shows how it will address the recommendations. Submission should be within 45 working days of publication of the report. Progress in addressing the recommendations may be monitored by the Archdiocese.

Main Findings

KQ1. How good are outcomes?	Adequate
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Jesus and his teachings are central to the life of the school. This is clearly articulated in the school vision and mission statement “To create an environment within our school community that truly reflects the values which are expressed in the Gospels”. This statement is prominently displayed around the school.

Pupils at St Peter's display an interest in and have a positive attitude towards Religious Education. They demonstrate and state that they enjoy Religious Education lessons. Many pupils are developing their knowledge, skills and understanding and the ability to think spiritually, ethically and theologically at a level appropriate to their stage of development. Pupils are aware of the demands of religious commitment in everyday life and have a daily active involvement in their faith. Almost all pupils achieve standards that are satisfactory, given their capability and starting point.

The school uses its own 'Religious Education Baseline' assessment on-entry to find out what religious knowledge, vocabulary and experience pupils have as they join the school community. This information needs to be shared with all staff as pupils move through foundation phase.

Book scrutiny and quality of written work observed during lessons was variable. The lesson structure did not allow pupils enough time to write at length and work copied from the skills books into Religious Education books was ineffective and did not challenge the children or improve their learning.

During lessons observed, pupils were given limited opportunity to improve their work independently. In many lessons children relied on adult direction and intervention to complete tasks. In the foundation phase, many adults were used to deliver focussed tasks with small groups of learners. Pupils were over directed and not allowed enough time to confront the challenge of learning, to think things through and work things out for themselves.

Flaws in the quality of assessment mean that the school does not have a clear picture of the achievement of individual pupils and particular groups of learners. This was a recommendation from the last inspection and has not been fully addressed. There is some evidence of recent use of performance and pupil tracking data, however this is very limited and leaders and teachers are unable to measure improvement over time.

The school is effective in giving witness to the Catholic faith and most pupils appreciate, value and participate in the Catholic life and mission of the school, which is actively fostered and celebrated. School Family Masses are well attended and appreciated by parents and the local Catholic community.

Most pupils show respect for themselves and others as made in the image and likeness of God, and the behaviour of nearly all pupils is very good. They are considerate to others and caring to anyone in apparent need. They show an

understanding of the need to forgive, be forgiven and have a good understanding of right and wrong. The Catholic Pupil Profile is evident around the school and the first pair of virtues introduced, 'Loving and Compassionate' are lived out on a daily basis.

Most pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic life and mission of the school both within school and the wider community. They are aware of the needs of others and seek justice for others within and beyond the school community. Fundraising events for CARIAD Kenya, CAFOD, Mary's meals and the SVP highlight the willingness of pupils to support others in need.

Pupils take on positions of responsibility and leadership in the Catholic Life of the school and feel that they are able to contribute to the development of the Catholic character of the school through Mini Vinnies and leading the Rosary Prayer Club which was well attended during the inspection. Pupil voice and lesson observations during the inspection indicated that they have a growing understanding of what it means to have a vocation and ministry and recognise the importance of using one's gifts in the service of others.

Most pupils value the school's chaplaincy provision and participate in opportunities provided by the school, such as visits to the cathedral and local mosque.

Most pupils are happy, confident and largely secure in their own stage of physical, emotional and spiritual growth. The school has a sex education policy which is in line with Archdiocesan guidance.

Most pupils value and respect the Catholic tradition of the school and its links with the parish community and the diocese. As a result, they respect and are involved with parish and diocesan celebrations and activities. Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

Many pupils are confident in leading and contributing to collective worship and they are respectful and focused during acts of worship, however collective worship would benefit from the inclusion of more innovative approaches and practices that can be seen in other Archdiocesan schools. A class assembly on bullying was observed during the inspection and pupils shared their understanding with parents and other pupils.

There is a range and variety of prayer opportunities at St Peter's. Pupils respond positively and most singing is accompanied by signing, which engages pupils well. Pupils have a good understanding of liturgical seasons and festivals. Collective worship is having a positive impact on pupils' spiritual and moral development. Quiet meditation, reflection and developing a sense of awe and wonder in pupils would provide a more holistic spiritual opportunity.

KQ2. How good is provision?	Adequate
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The quality of teaching observed during the inspection was variable with approximately half the lessons being good and half adequate.

In lessons judged to be adequate, introductions were too long and the learning activities did not provide sufficient challenge. Children were provided with too much guidance, scaffolding and direction and with too many resources.

Teachers' lesson planning is very detailed, often including 4 WALTs and tasks for ability groups within the class. This frequently capped learning opportunities for many pupils, not allowing them access to higher level learning and the chance to challenge themselves, show initiative or develop their creativity.

Examples of good teaching were observed in the foundation phase in cooking activities and working as a small group to gather natural resources to make a camp fire, role playing a Baptism and key stage 2 classes where pupils worked independently in pairs to make an advert. Pupils used ICT to produce a leaflet to promote Confirmation to teenagers and the recording of pros and cons of being a Catholic priest.

Teachers plan a variety of tasks for differentiation, but a more consistent and focused approach to the setting of learning objectives, together with clear success criteria using the language of the level descriptors and 'driver words' would ensure that the needs of all pupils are more effectively met. In some classes, assistants are deployed to support more vulnerable pupils, however, the assistants' role could be further developed to maximise learning opportunities for all.

The positive relationship between teachers and pupils is a strength of the school. During 'listening to learner' sessions pupils were able to talk confidently to adults sharing information, ideas and their own points of view.

Assessment for Learning is under-developed and variable across the school. There were few instances of self- and peer-assessment in books and lessons observed. Opportunities for greater pupil involvement in self- and peer- assessment procedures need to be provided.

Nearly all books presented during inspection were marked with positive comments. Staff need to ensure that marking and feedback consistently provides information to pupils about how to improve their work and that pupils are given time to act upon advice. Some targets are evident in books with an inclusion of a spiritual target. This practice needs to be developed across the school.

All classes plan for the delivery of the Religious Education curriculum in line with the Bishops' Conference requirements, however, arrangements for delivery in the foundation phase needs to be monitored to ensure curriculum coverage for all.

The range of extra-curricular clubs provided at the school enhances learning provision. Opportunities for pupils to participate in these activities and represent their school in such things as sports events, religious celebrations, choirs, charity events and fundraising, serve to raise awareness of their role in society. The newly appointed members of the school council have met with the interim head teacher to discuss their roles and responsibilities.

There are opportunities for a range of formal and informal ways of daily prayer. However, class based prayer and acts of collective worship follow a fairly routine structure and would benefit from the inclusion of innovative approaches and practices that can be seen in other Archdiocesan schools.

The quality of prayer tables throughout the school is variable and as these are used as a focus for class prayer, should be more inviting and stimulating. The outdoor prayer garden is a rich resource for personal and individual reflection and class activities and during the inspection was used effectively by foundation phase pupils.

The school has a preschool play group once a week which is greatly valued by parents many of whom are past pupils themselves.

KQ3. How good are leadership and management?	Adequate
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St Peter's Catholic life and curriculum Religious Education is on a journey of improvement. The foundations established by leadership over time, the work of Catholic interim head teachers and newly appointed Religious Education co-ordinator will support the school's future development.

The governing body fulfils its statutory and canonical responsibilities. Members are committed to reflecting the distinctive Catholic character of the school in decision-making and policies.

The chair of governors is a regular visitor to the school and plays an active part in the life of the school acting as a critical friend. Currently governors are working closely with the local authority and Archdiocese to resolve uncertainties regarding the leadership and management of the school, to secure its future flourishing in terms of pupil outcomes and wellbeing of the community.

Governors are involved in the life of the school and committed to school improvement. They have worked closely with both interim head teachers who have introduced some new initiatives to promote and implement plans that are aimed at improving pupils' spiritual, moral, social and cultural development, including where appropriate the Welsh dimension.

The link governor for Religious Education is knowledgeable in curriculum Religious Education and delivered INSET training to all staff on the Catholic Pupil Profile.

A new Religious Education co-ordinator has been in place for only a short time. He exhibits enthusiasm and commitment to this challenging role, which is in its infancy. He has the potential to make a significant impact on standards, within the framework of a supportive leadership, committed and hardworking staff structure and appropriate training.

The procedures that leaders and managers have put in place to facilitate MER of the Catholic life of the school and of the Religious Education curriculum are adequate. There have been a number of key staff changes within the school in the last 2 years, making an impact on the quality of provision and outcomes. Some observations of lessons have taken place but no planned structure is evident. There is no evidence of an overview of findings leading to the identification of future targets. This short-coming means that it is very difficult for leaders to ensure that targets set are the most fitting, appropriate and challenging ones possible, as some vital knowledge about standards is not routinely available.

The school's Self Evaluation document presented to inspectors was not provided in the required Archdiocesan framework and the quality of information and evaluation would not drive future development. This needs to be addressed within the light of the recommendations.

The school has good partnerships with Corpus Christi and St Illtyd's High Schools and effective transition arrangements are in place. Year 6 cluster moderation takes place annually.

There are good links with the parish and the priest is a regular visitor to the school leading worship and participating in Religious Education lessons for e.g. participating in an interview session about his mission.

Community cohesion is a strong feature of the school's life. Provision is inclusive and all pupils, including many from a range of ethnic backgrounds, exhibit pride in being a part of the school family. The governors spoke about an intergenerational link with the community and how they were encouraged to be involved in school life. All parents who responded to the pre-inspection questionnaire indicated that the school community is strong and cohesive in nature. The school fully recognises the primary role of parents in the education of their children. There is a common sense of belonging at St Peter's school. It is an inclusive school where cultural diversity is valued. Relationships between pupils are positive.

Appendix 1

Responses to parent questionnaires

64 parental responses were received from parents and 32 parents attended the parents meeting.

Many parents are happy with the values and attitudes that the school promotes. Many parents are happy with the help and guidance available to their children. Many parents agree that the school enables their children to develop spiritually through prayer and worship. A few parents stated changes in staffing and leadership had an impact on pupils' progress.

Appendix 2

Evidence Base

- Pre-inspection team consultation
- The school's self-evaluation reports and other relevant documentation
- Meetings with the interim head teacher and religious education leader
- Meetings with representatives of the governing body
- Discussions with the deacon and parish priest
- A meeting with parents
- Lesson observations
- Scrutiny of planning and assessment
- Scrutiny of pupils' work
- Scrutiny of prayer foci and displays
- Attendance at whole-school, class based acts of worship and class Mass
- Discussions with the School Council, Eco Committee, Minnie Vinnies
- Discussions with pupils
- Discussions with teaching and non-teaching staff
- Parent questionnaire returns
- Observation of daily routines