

Archdiocese of Cardiff



Catholic School Inspection Report St John Lloyd RC Primary School

Inspection dates	2 - 4 March 2020
Reporting Inspector	Mr Christopher Cherry
Accompanying Inspector	Mrs Lindsay Smith
Type of school	Primary
Age range of pupils	3 - 11
Number on roll	342
Local Authority	Cardiff
Chair of Governors	Sr Marie de Montfort
School Address	Brynbara Way Trowbridge Cardiff CF3 1SX
Tel. no.	029 2077 7690
E-mail address	stjohnlloydprm@cardiff.gov.uk
Parishes served	St John Lloyd Parish Blessed Sacrament Parish
Date of previous inspection	7-9 November 2011
Headteacher	Mrs Claire Hart

Catholic School inspection aims to assess outcomes, provision and leadership and management in each of the three Inspection Areas:

- Inspection Area 1: Catholic Life and Ethos**
- Inspection Area 2: Curriculum Religious Education**
- Inspection Area 3: Collective Worship**

Inspectors provide an overall judgement on the school’s current performance and on prospects for improvement, both of which are based on the judgements arrived at in inspecting the three areas.

Judgement	What the judgement means
Excellent or Outstanding	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 and Needs Improvement or Requires Improvement	Strengths outweigh areas for improvement
Unsatisfactory and Needs Urgent Improvement or Inadequate	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 John Lloyd is a Catholic voluntary aided primary school situated in the Trowbridge area of Cardiff. It serves the parishes of St John Lloyd, St Cadoc and Blessed Sacrament in Cardiff. At the time of inspection there are 342 pupils on roll. The school caters for pupils aged from 3 to 11, including 48 nursery pupils who attend on a part-time basis. The school catchment area comprises a mix of new build and established housing.

Pupils represent the full ability range. The three-year rolling average of pupils eligible for free school meals is 32%, which is above the National Average of 18%. The school identifies around 28% of pupils as having additional learning needs. About 10% of the pupils come from Gypsy Traveller families and around 28% of pupils speak English as an additional language. Very few pupils speak Welsh at home.

70% of pupils are baptised Catholics with 28% of pupils Christians. There are 12 mixed-age classes. 89% of teachers and 75% of support staff are Catholic. 6% of teachers have the Catholic Certificate of Religious Studies (CCRS). 90%+ of teachers have attained the CAREC certificate. At the current time the Religious Education Coordinator is on bereavement leave and the RE Coordinator's responsibilities are being covered jointly by the headteacher, deputy headteacher and interim Coordinator. The current headteacher and deputy head teacher were appointed in 2015. The interim RE Coordinator was appointed in September 2019. She has thrown herself wholeheartedly into the task and shows great commitment and drive.

Summary

How effective is the school in providing Catholic education?

Excellent

Catholic education at St John Lloyd RC Primary school is Excellent because:

- The quality of leadership is excellent and engenders in pupils a passion for Religious Education. As a result, most pupils show great pride in their work, developing a profound RE literacy and liturgical vocabulary.
- The Catholic life of the school is excellent. It is a very strong, inclusive and welcoming community.
- The quality of collective worship is excellent. Staff and pupils plan and lead a range of innovative and joyful acts of worship across the school.
- Standards in Religious Education are consistently good and a minority are excellent.

What are the school's prospects for improvement?

Good

The school's prospects for improvement are Good because:

- The Headteacher and staff fully embrace the Catholic Ethos of the school. It is very caring and has the knowledge and vision to further develop the school as a Catholic learning community. The role of the governing body is, however, currently underdeveloped.
- Pupils enjoy Religious Education. They are happy and confident to express their views or opinions. Most display a high level of religious literacy with a strong religious vocabulary.
- The whole school community is deeply committed to the school's mission statement and vision.
- The team of teachers and support staff work effectively together for the benefit of pupils.

Recommendations and Required Actions

What does the school need to do to improve further?

R1: to continue to share existing excellent practice across both the school and the wider Catholic school community (e.g. WOW Box, Godly Play and the use of Foundation Phase Teaching Assistants (TAs) in particular, to enhance and develop RE learning opportunities during continuous and enhanced learning provision, etc).

R2: to further extend the role of the governing body, building capacity beyond that of the very experienced Chair, developing their awareness and participation in monitoring and evaluating the delivery of the RE curriculum.

R3: to continue to encourage pupils to take a greater role in leading collective worship.

R4: to continue to explore and extend the range of methods for pupils to record and display their work outcomes in RE.

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 will be monitored by the Archdiocese.

Main Findings

Inspection Area 1: Catholic Life and Ethos	Excellent
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The quality of the school's Catholic Life and Ethos is Excellent.

The whole school community of St John Lloyd RC Primary School is active in attempting to live out the school's mission statement: "To be the best that they can be, living to learn with God at their side". This is further underpinned by the school ethos of: "Christ at the centre of living and learning".

Pupils are fully involved, through the school council and feel able to raise issues and contribute to the direction of future actions of the school.

Nearly all pupils display a profound and mature understanding of the values and virtues expressed in the Catholic Pupil Profiles (CPP). Pupils display very good Religious literacy that enables them to relate the values expressed to their everyday lives. Nearly all pupils benefit greatly from the CPP, which contributes towards them being happy confident and secure in their emotional and spiritual growth. Nearly all pupils at St John Lloyd are proud to be part of the school and appreciate that staff help them. Pupils display a high level of religious vocabulary in explaining how the CPP directs their thinking to follow the example of Jesus. As a result of this, pupils show themselves increasingly aware of the needs of others and channel their efforts to raise money for charities and good causes to address these. Recent fund-raising activities include donations to Dementia UK, Mission Together, CAFOD and homeless charities. They also support the local food bank, both donating food and helping volunteers arrange food parcels. There is evidence to show that the school is a strong, inclusive community, aware of their relative privilege.

Pupils, during all parts of the school day, show tangible respect for others. Behaviour is excellent throughout and pupil interviews show they readily make the connection that the care, concern and choices they make have an effect on others.

Pupils are actively encouraged not only to take responsibility for their own actions but to take on additional responsibility that will benefit others. Year Six pupils are identified by the different coloured sweatshirt worn. Pupils in their final year at St John Lloyd readily accept that more is expected of them as a consequence. Most pupils are given an opportunity to take on additional responsibility, e.g. Mini Vinnies, School Council, Eco Council or the school choir. Many of these duties involve elements of service or benefit to others. Pupils are given opportunities to engage with parish activities, often involving contributing to liturgical celebrations. From an early age, pupils are given every opportunity to become immersed in the life of the local Catholic parish community.

The school approach of providing a broad range of rich learning experiences in RE, is influential in nurturing a strong liturgical knowledge in most pupils. In consequence, pupils engage more fully in an active and vibrant RE curriculum, incorporating a full range of Archdiocesan initiatives (CPP / Christian Meditation / Ten-Ten / Life to the Full / A Fertile Heart / Godly Play etc.) as an integral part of the school's RE offering.

Pupils are confident in discussing their evident knowledge and understanding of liturgical matters. Pupils spoke confidently about making use of Christian Meditation to make them calm when they were feeling stressed. Pupils also valued opportunities in class to reflect and to use the class prayer focus areas to pray quietly on their own.

Pastoral care for pupils is given a high priority and pupils identified as vulnerable are offered a more individualised RE curriculum, as in the Wonderful Wednesday Programme. Many of the additional support is provided by TAs, nearly all of whom display high levels of professional autonomy, tangible skills and great sensitivity.

Inspection Area 2: Curriculum Religious Education	Good
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The quality of the school's curriculum Religious Education is Good.

Children show a tangible and genuine enjoyment of working on Religious Education tasks. There is a full range of high-quality work in their RE books, with attention given to consistently producing well-presented work. Increasingly evident is a growing effective use of Information Communication Technology (ICT) providing alternative methods of presentation (e.g. Comic Life, Air Share and the use of visual stimulus to support learning). In most cases this is very successful. However, occasionally, overly ambitious tasks result in limited success for pupils. The frustration this brings can impinge upon normally exemplary pupil discipline, resulting in a few pupils being off-task.

Lesson observations confirm that pupils confidently display consistently high levels of religious literacy, across all age groups. As an example, pupils in a key stage two lesson displayed a mature knowledge of reconciliation and forgiveness in group discussion. This was given a very visual element when "sins", written on rice-paper dissolved and disappeared when placed in a water filled fish-bowl. Most teachers provide a range of opportunities that allow pupils to confidently reflect spiritually and think both ethically and theologically. Pupils study the religions of Judaism and Islam, evidenced through work in books and displays. Pupils might benefit from visiting places of these religious places of worship to enrich their understanding.

The quality of teaching, from lessons observed at the time of the inspection varied but never dipped below a judgement of "good". A minority of lessons were excellent. Nearly all pupils remain "on task" as a result of engaging, challenging activities and a varied pace. In consequence, most pupils make rapid progress from their varied starting points. Teaching Assistants (TAs) are encouraged to operate with high levels of professional autonomy. TAs display a very good knowledge of the children they

work with and are effectively deployed. For instance, in a Foundation Phase lesson observed, very young pupils displayed a very confident knowledge of the responses of both priest and congregation during a role-play of a Eucharist celebration. Marking follows the school policy and features a range of approaches including dialogue marking where pupils consistently respond to questions asked by teachers. However, there appears to be limited evidence of pupil self-assessment or peer assessment in RE.

Pupil Progress in RE is carefully monitored and nearly all pupils make at least the same or better progress in RE as other subjects. There is however, limited evidence to show that the full range of governors are involved in monitoring specifically in RE. Particularly impressive is the pride nearly all pupils have for work in their Religious Education work-book. Almost without exception these books were neat and tidy, showing, in many cases, concentrated effort and care in presentation.

Assessment by teachers is both regular and rigorous and tracks the progress of pupils in Religious Education, which mirrors the progress individual pupils make in other mainstream, core subjects. Praise is used effectively to both affirm and motivate and there are regular positive teacher comments to pupils using “I Can” statements as learning objectives.

The school actively promotes links with schools in their local cluster group and associated high schools. They receive very strong support from a highly experienced Chair of Governors who regularly visits the school and contributes significantly to the strategic direction of RE. Teachers are encouraged to attend and engage fully in Archdiocesan in-service training, especially in support of a range of recent Archdiocesan initiatives. Several of these initiatives make a significant positive contribution to enhance the delivery of Religious Education, in particular the work emanating from the school's Catholic Pupil Profiles.

Pupils begin to use the outside environment as a stimulus for Religious Education at the earliest opportunity. An example of this was observed during the WOW Wonderful Wednesday session, where pupils were immersed in a bible story and provided with the opportunity to explore and respond creatively through a range of activities. The effectiveness of this approach should be shared across the school and the wider Catholic Cluster.

Discussions with stake holders identified the high quality of the Catholic Religious Education provided.

Inspection Area 3: Collective Worship.

Excellent

The quality of the Collective worship is Excellent, it is a strength of the school.

Within the acts of Collective Worship observed during the inspection period nearly all of the pupils were keen to engage. Pupils acted with great reverence; regardless of their age or ability. There is a tangible enthusiasm for collective worship within all age groups in the school. Due to the size of the hall, it is not common practice to include the youngest pupils in a whole school collective worship. Nevertheless, whole School

Collective Worship observed was a joyful and faith filled experience for all. Where all pupils sang the school song with great passion and a sense of pride.

In Early Years collective Worship pupils reflected on the story where Jesus welcomes the little children. This was rich in symbolism and provided pupils with the opportunity to make links with their family and Jesus. Pupil's appeared happy, confident and largely secure at their own stage of spiritual and emotional growth.

Acts of worship reflect the Catholic character of the school and all members of the community speak positively about worship opportunities. Pupils show respect for one another, they are at ease when they are praying with their community, collectively and or in class. Class assemblies and Collective Worship regularly provide an opportunity for parents to join in worship.

Pupils take an active part in planning Collective Worship, using a structured format. Christian meditation and the Examen prayer are regularly used and are embedded throughout the school. The school now needs to provide greater opportunities for pupils to take a leading role in worship throughout the school.

There are many attractive and engaging religious displays, artefacts and images around the school. Every classroom includes a focal point for prayer and reflection, they are all interactive and appropriate to the liturgical year. They provide an important part in nurturing pupil spiritual development and help to reinforce the "Come and See" topics, emphasising the importance placed on learning in Religious Education.

Leaders and governors are very good in promoting, monitoring and evaluating the provision for collective worship and provide policies and guidelines to plan and deliver this aspect. They are highly supportive of the prayer and worship that has been established by the headteacher and the RE Leadership team. Pupils at St John Lloyd have the experience of living and working in a prayerful community.

The newly appointed Parish Priest, his predecessor and the chair of Governors, have been and continue to be regular visitors to the school and their presence impacts significantly on collective worship across the school.

Pupils are provided with a full range of opportunities to contribute to wider parish life and regularly attend church-based liturgical services.

Parents value school parish links and the contribution that these make to the Catholic life of the school.

Appendix 1

Responses to parent questionnaires

32 parental responses were received from parents. Most included comments and all were positive about the Catholic Education provided by the school. Many also included messages of thanks for the support given to their children regarding the formation of their faith. (E.g. The school is: “very welcoming, pupils’ wellbeing is very important to all staff, “very welcoming to all families”, “A fun and happy school” and “the quality of communicating information to parents, giving an insight into daily activities, particularly through Twitter”).

Appendix 2

Evidence Base

- Pre-inspection consultation and exchange.
- Self-Evaluation documents.
- Governing Body Reports File
- School Improvement Plan.
- Nine lesson observations.
- Observations of acts of collective worship.
- Scrutiny of pupils’ workbooks.
- Scrutiny of classroom Prayer Foci
- Scrutiny of planning
- Scrutiny of display
- Interviews with the Headteacher, Deputy Headteacher, RE Curriculum Leader, the Chair of the Governing Body
- Various policies and procedures.
- Meeting with parents.
- Meeting with a representative group of pupils (Mini Vinnies and School Council).
- Mini Vinnies minutes file
- School Council minutes file
- School Tracking and Data Analysis
- Moderated pupil work
- Nursery Big Book
- Fertile Heart folder
- Diary of Collective Worship
- Evidence from school Masses
- School based RE Pupil Voice
- Parent Engagement file
- School RE MER file
- Parental questionnaires.
- A range of portfolios provided.