

Archdiocese of Cardiff



St. Patrick's RC Primary School

Inspection dates	4 - 6 March 2013
Reporting Inspector	Mrs J Phillips
Accompanying Inspector	Mrs B Hancock
Type of school	Primary
Age range of pupils	3 - 11
Number on roll	288
Local Authority	Cardiff
Chair of Governors	Mr Martin Boyce
School Address	Lucknow Street Grangetown Cardiff CF11 6NA
Tel. no.	029 2022 6237
Fax no.	029 2039 7928
E-mail address	pcatris@cardiff.gov.uk
Parish served	St Patrick's, Cardiff
Date of previous inspection	30 Jan 2007
Headteacher	Mr P Catris

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.rcadc.org

Context

St Patrick's Roman Catholic Primary School is a Voluntary Aided school in the trusteeship of the Archdiocese of Cardiff. The school is situated in Grangetown, a residential and commercial area on the outskirts of Cardiff city centre. The school is located in Cardiff Local Authority and serves the parish of St. Patrick's, with some pupils attending from other parishes. The school caters for pupils aged between 4 and 11 years. At the time of the inspection 288 pupils were on roll which consisted of 145 baptised Catholics (51%), 62 (21.5%) of other Christian faiths, 81 (28 %) of other non-Christian faiths. Pupil numbers have risen steadily since the last inspection.

The proportion of pupils with English as an additional language is 42% which is significantly higher than the local authority, Consortium and Wales average. There are 21 languages spoken in the school. No pupils come from Welsh speaking homes. Free school meals (FSM) are received by 25% of pupils, 20% of pupils have special educational needs and 1 pupil has a statement of special educational need.

Pupils represent the full ability range. Assessment on entry indicates that pupils have a wide range of ability, with very few pupils achieving beyond expected outcomes.

The Headteacher was appointed in September 1999. During staff restructuring, a middle management team (MMT) was established to support priorities in the school. The Religious Education subject leader is a member of the MMT. There have been changes to both staff and governors. The parish priest was appointed three years ago and until recently was the RE link governor. During the time of inspection 2 permanent members of staff were on maternity leave and 2 members of staff were absent due to ill health.

There are 13 full-time teachers including the headteacher and 2 part-time teachers. 14 members of staff are Catholic and of these, 3 are studying for and 9 hold the Catholic Certificate in Religious Studies. There are 13 full-time learning support assistants, of whom 9 are Catholic.

School achievements include the Healthy Schools Award Phase 5 and Eco Schools Bronze Award.

Summary

How effective is the school in providing Catholic education?	Good
---	-------------

Catholic education at St. Patrick's school is good because:

- a Catholic ethos permeates all aspects of school life;
- the school is a welcoming and inclusive community with a central goal and shared vision;
- partnerships with parents, the parish, the local community and the wider world are very good;
- effective and quality pastoral care promotes the well being of pupils;
- there are very positive relationships between pupils and staff;
- successful community cohesion enables pupils to demonstrate concern, hospitality and respect for others.

What are the school's prospects for improvement?	Good
---	-------------

The school's prospects for improvement are good because:

- the headteacher embraces the Catholic ethos of the school, is very caring and wants the school to develop and move forward;
- the Religious Education subject leader works efficiently and effectively and has a good understanding of her role and clear vision for the continued development of Religious Education;
- children enjoy Religious Education and are happy to express their views and opinions;
- the team of teachers and support staff work well together for the benefit of pupils;
- the school has a caring and committed ethos which includes effective pastoral care.

Recommendations and Required Actions

What does the school need to do to improve further?

- R1:** Share the good practice of other schools to further develop creativity in collective worship and develop pupils' responses.
- R2:** Provide professional development for staff which focuses on the effective use of the national levels of attainment in Religious Education. This will ensure assessment is accurate and used more effectively to inform planning and teaching, so that expectations of pupils in mixed classes are consistent and sufficiently challenging.
- R3:** Further develop Assessment for Learning strategies to enable all pupils to identify the next steps in their learning, progress to the next level and so become more independent in their learning.
- R4:** Build capacity within the Senior Management Team and Middle Management Team to ensure the role and responsibilities of the Religious Education subject leader are distributed so that leadership practice is more closely connected with teaching and learning practice.

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

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

Pupils at St Patrick's display an interest and enthusiasm for Religious Education. Many pupils make expected progress relative to their starting points. They are keen to do well and nearly all pupils work competently when provided with appropriate tasks and guidance. Scrutiny of pupils' workbooks and discussions with pupils indicate that pupils are becoming religiously literate. Their work is well presented and they use a variety of skills gained from other subjects across the curriculum. They demonstrate knowledge, skills and understanding appropriate to their background, age and ability. In their oral and written responses many pupils use language that reflects the themes and expectations of the *Here I Am* programme. Pupils can relate their learning to their own lives. Many pupils are keen to do well, applying themselves attentively in lessons and working at a steady pace. Pupils' workbooks and pupil tracking confirm that steady progress is made during the academic year. There is a range of evidence showing coverage of the *Here I Am* topics. The quality of pupils' recorded work is good, exemplified by a range of evidence folders provided by all classes.

In the Foundation Phase, pupils develop a solid foundation and by the end of Key Stage 2, most pupils understand the development of 'spiritual growth'. Pupils are able to demonstrate an understanding of travelling on a Lenten journey. There is evidence of some self and peer assessment and next step marking.

Pupils behave well in class and many demonstrate positive attitudes to their learning. Pupils use a class 'clip chart' to manage their behaviour and this system is used consistently throughout the school.

Here I Am focussed assessments linked to NBRIA levels of attainment, pupil tracking and pupil profiles confirm that almost all pupils achieve standards in AT1 that are satisfactory, given their starting points, with some pupils in each year group achieving good standards. However, a minority of staff use the levels of attainment sheets to record coverage rather than standards achieved.

Pupils are developing a secure understanding of Catholic teaching and the teaching of other faiths in the *Here I Am* programme. Pupils have a strong sense of belonging to the school family and are proud of their school. They are clear that the school is a welcoming community where everyone is valued. Pupils are actively involved in parish and community activities such as the Christmas Mass, annual carnival parade and choir performances at residential homes and the Senedd.

Many children have an awareness of the needs of others in the world and show empathy through their understanding and support of charities such as CAFOD, NSPCC and fund-raising for Mission Together during Lent following the mission of 'Children helping Children'. Pupils contribute to the Cardiff Foodbank.

Learner voices indicate strongly that pupil participation in evaluating the Catholic Life of the school is a positive feature. Pupils take on responsibilities through the School Council, Eco committee, Healthy tuck shop and Fair play system for playtimes.

Pupils preparing for Sacraments attend after school sessions led by staff and supported by the Parish Priest and parents. The Drama Club presents a Holy Week Liturgy annually and participates in the annual carol service. There are opportunities for pupils to participate in a range of extra-curricular activities which support their all-round development. Pupils' wellbeing is very well supported by the pastoral care systems established in the school.

Pupils are developing their responsiveness to the use of the Welsh language.

Nearly all pupils develop positive attitudes to keeping healthy. The school has achieved the fifth Healthy Schools award. The school uses SEAL, R-time, a Journey in Love/All that I Am to teach the social and emotional curriculum and moral guidance through Religious Education. A policy for sex and relationships education has been presented to staff and adopted by the governing body.

Many pupils readily take part in the regular and routine prayer life of the school. Pupils regularly prepare prayer and worship. Pupils show respect for each other. They have a good understanding of religious seasons and feasts and are becoming skilled in the use of scripture and religious artefacts. Pupils are at ease when praying with their community.

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

The majority of teaching is good across the school and ensures pupils are consistently interested in their learning and are developing an understanding of the Catholic faith. Teaching enables the majority of pupils to make good progress as learners. The majority of teachers employ a range of teaching styles and plan activities that enable pupils to work independently and collaboratively. In all lessons observed, pupils are keen to learn and most are engaged in their work. Good use is made of resources, including ICT, to enhance learning.

Teachers' sound subject knowledge contributes positively to pupil progress. Support provided by additional practitioners is mostly effectively deployed. Teachers make use of archdiocesan working party materials and guidance to plan activities that allow pupils to work independently and collaboratively. However, assessments need to be used more effectively to inform planning and teaching so that the activities are used effectively to meet the needs of all pupils on a consistent basis. As a result of focussed *Here I Am* assessments based on the use of target sheets, and pupil tracking, the school is able to present a broadly accurate view of each child's current achievement and progress, but this needs further development. The school has introduced Incerts to record and track pupils' progress in core areas of the curriculum. The school's self-evaluation document has identified this as an area of development within Religious Education in order to monitor progression throughout the school.

Pupils' achievements are regularly recognised and celebrated. Termly meetings with parents and end of year reports provide opportunities for progress in religious education to be discussed. The religious education curriculum and the wider life of the school meet the needs of most pupils. The Bishops' Conference and statutory requirements are met. The school provides opportunities for pupils to reflect on the impact of religious education teaching on their own lives, their relationships and their behaviour. The curriculum provides good opportunities for spiritual, moral, social and cultural development including the Welsh dimension.

Prayer and acts of worship are central to the life of the school. Staff and pupils pray together. There is a range of both formal and informal opportunities for daily prayer. Parents, carers and parishioners are welcomed in the school.

The school is very good at promoting and achieving community cohesion. Diversity in the school is valued and celebrated. The school actively seeks ways to ensure respect for cultural and faith differences. School practices and use of the *Here I Am* programme continue to promote community cohesion. Pupils appreciate that the word of God can be spread through the things they do in the community. In reviewing the Mission Statement pupils identified the need to promote equality and recognise diversity. Year 6 pupils have presented an Anti-Bullying assembly and the school held a 'Make a difference' week.

Links with the Parish are good. Pupils regularly have Mass in school and parents, governors and parishioners are encouraged to attend. Parishioners and pupils donate food to the Cardiff Foodbank. The school has good charitable links with CAFOD and Mission Together.

The school recognises the importance in helping pupils to develop bilingually and pupils enjoy the annual St David's Day celebration. Pupils' ability to say prayers respond to litanies and sing hymns in Welsh is good. The school house system uses the names of Welsh saints and pupils were confident to share information about these saints. The pupils' Welsh dimension is good.

The range of extra-curricular clubs provided at the school enhances learning provision. Opportunities for pupils to participate in these activities, by representing 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 school has forged links with the local community and businesses. The internal accommodation is well maintained and presents a stimulating learning environment. The School Council were involved in the decision to refurbish the toilets, improve the outdoor play area and introduce hand sanitisers around the school. Pupils express their views, feel valued and help to shape policy and activities

Parents have received a termly newsletter explaining the topics that the pupils will learn in religious education. The school newsletter and website keep parishioners and parents further informed about the life of the school.

Displays of *Here I Am* topics, interactive prayer foci and statues provide visual stimuli that invite pupils to reflect prayerfully. Opportunities for pupil-led prayer and worship are being developed at the school. The school has plans to develop a grotto in the school grounds.

KQ3. How good are leadership and management?	Good
---	-------------

Governors understand the mission of the school and they contribute to the Catholic dimension. They are very proud of the school's history and reputation in the local community. They discharge their statutory and canonical responsibilities. They are very supportive of the school and its leadership. They are committed to reflecting the distinctive Catholic character of the school in decision-making and policies. The governing body recognises the strengths of the school, identifies areas for development and understands the challenges the school faces in the future. The newly appointed Religious Education link governor is keen to be actively involved in the self-evaluation process. In his short time in post he has carried out a learning walk and viewed pupils work. The chair of the governing body is a regular visitor to the school, supporting the staff to secure improvements in Religious Education.

The school's leadership has a clear vision of Catholic education and what this means to the school. The headteacher, with the support of the Religious Education subject leader, staff and governors, successfully promotes the Catholic character of the school by providing a broad, balanced and varied curriculum that underpins pupils' academic, spiritual, moral, social and cultural development. The enthusiastic and committed Religious Education subject leader discharges her duties effectively. She has introduced archdiocesan initiatives in assessment and Canllaw: Addoliad i Ysgolion Catholig in prayer and worship. These initiatives are beginning to make a positive impact on standards in religious education.

Leaders and managers have successfully established a range of partnerships with other providers. The school has a very well-organised and active Parents and Friends Association who meet weekly in the school library. Their fundraising for resources is valued and appreciated by all staff. Leaders and managers offer quality pastoral care and guidance to enhance the well-being of the pupils and their families. Sex and relationships education is delivered through the *Journey in Love/All that I Am* programme recommended by the archdiocese, providing good opportunities for the development of healthy and safe attitudes, including an understanding of family life, consistent with the teaching of the Catholic Church.

The partnership with the parish is good. The priest from the parish is regarded as important member of the whole school community and ensures that the school is firmly at the centre of the Church community. Pupils preparing for Sacraments attend after school sessions led by staff and supported by the parish priest and parents.

The inclusion of all is a central goal and shared vision of the school. Community cohesion is a strength of the school. There is a strong sense of belonging and all are welcomed in a spirit of equality. Leaders and managers respect difference, value diversity and ensure equal opportunities for all. Relationships between members of the school community are good with a strong ethos of support, commitment and team work. There is effective provision for pupils to develop their understanding of their role in society. Pupils are informed about sustainability and global citizenship. Pupils have a sense of different cultures within their school as well as in the wider world and respond positively to global needs through fund raising for CAFOD, Mission Together and Christian Aid. The school enjoys a good reputation within the local community.

Appendix 1

Responses to parent questionnaires

38 responses were received (55.5% of families).

- Most parents are happy with the values and attitudes that the school promotes.
- Most parents state that they are made to feel welcome in the school and that the school seeks their views and takes account of their suggestions and concerns.
- Most parents believe that the school gives them a clear understanding of what is taught in religious education.
- Most parents are happy with the help and guidance available to their children.
- Most parents agree that the school enables their children to develop spiritually through prayer and worship.
- Most parents feel that the school keeps them well informed about their children's progress in Religious Education.
- Most also state that the school provides a clear understanding of what is taught in personal, social and health education and, where appropriate, in sex and relationships education.

Parents/carers are very proud of their school. Many families enjoy a long-standing connection with the school. They stated that they chose St. Patrick's for its Catholic ethos and values and its good reputation in the community. Parents/carers commented favourably on the school's loving, caring family atmosphere, its values, attitudes and moral guidance.

Appendix 2

Evidence Base

- Pre-inspection team consultation
- The school's self-evaluation reports and other relevant documentation
- Meetings with the headteacher
- Meetings with RE Subject Leader
- Discussions with the Religious Education link governor
- Discussions with the parish priest
- Discussions with the chair of governors
- 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 and class based acts of worship
- Discussions with the School Council and Eco Committee
- Discussions with pupils
- Discussions with teaching and non-teaching staff
- Parent questionnaire returns
- Observation of daily routines