



Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on
St Cadoc's Primary
Shaw Close
Llanrumney
Cardiff
CF3 5NX

Date of inspection: October 2010

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the 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 its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

St. Cadoc's Catholic Primary is a Voluntary Aided School in the Llanrumney district of the city within the Archdiocese of Cardiff., situated in the East of Cardiff. The school aims to provide a Catholic primary education for children between three and 11 years of age. The school was opened in 1958. There are currently 203 pupils on roll, up from 181 when the school was last inspected in 2004. Approximately 50% of pupils are Catholic and a significant minority of pupils are of other Christian denominations. There are a small number of children of other faiths within the school, including Islam and Hindu.

St. Cadoc's is located in an area of great deprivation, where there is high unemployment. Approximately 47% of pupils are eligible for free school meals, which is considerably higher than the all Wales and Local Authority (LA) averages. English is the predominant language of approximately 73% of pupils, with the remaining 27% representing a broad spectrum of ethnic minority groups. Twenty eight percent of pupils are on the register for Special Educational Needs (SEN), including two pupils with a Statement of SEN for physical disability.

The school has a Childcare Centre funded under the Flying Start initiative located next to its Foundation Class. The school building is surrounded by green areas including a large playing field to the rear of the site. There are ten full time teachers in the school, teaching seven single-age classes and one mixed Year 5 and Year 6 class.

Nearly all pupils transfer to St Illtyd's High School at the end of year six.

The current head teacher was appointed in 2005.

The 2010 individual school budget per pupil for St Cadoc's Catholic Primary School is £3646, which compares with a maximum of £14067 and a minimum of £2787 for primary schools in Cardiff. The school has the 34th highest budget per pupil out of the 102 schools in Cardiff.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

St Cadoc's is an effective school because:

1. nearly all pupils make appropriate progress;
2. all pupils feel safe and secure, feel valued and are treated equally; and
3. the headteacher is an effective leader and all staff work well together to create a calm and inclusive community.

Prospects for improvement

Prospects for improvement are good because the school:

1. has made significant improvements since the last inspection and has a clear understanding of what it needs to do continue to improve;
2. is successful in identifying children needing extra support and meeting their needs; and
3. has robust self-evaluation systems in place.

Recommendations

In order to continue to make good progress, the school needs to:

R1 improve pupils' Welsh language development;

R2 provide more challenging work for more able pupils; and

R3 improve the effectiveness of marking and assessment of pupils' work. .

What happens next?

St Cadoc's will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The majority of pupils enter the school with skills below those expected for children of their age. Nearly all pupils make at least good progress in their learning in most subjects during their time at the school.

The school's assessment results show that pupils at seven years of age at the end of key stage 1 (KS1) and at eleven years of age at the end of key stage 2 (KS2) are performing better than pupils in all the other schools in its family. Their results are also better than the Wales and Local Authority (LA) averages.

However, the percentage of pupils achieving higher than the expected levels for pupils of their age at the end KS1 and KS2 is lower than the average for the Family of schools, the LA and Wales.

At KS1, the school's performance in English has improved over the last three years. There has been a slight decline in performance in mathematics and science during this period, although the school's results are significantly higher than the family average and are above the LA and Wales averages in each of the 3 years.

The 3 year trends in KS2 show a fluctuating performance in English, maths and science. However, the results are higher than the family average in each year.

A report on **St Cadoc's Primary**
October 2010

At key stage 1, most children with Additional Learning Needs (ALN pupils) achieved the expected level in each of the core subjects for the last 3 years. At KS2, pupils with ALN are achieving their learning targets and are making good progress.

Pupils who have English as an additional language and pupils who are in the care of the LA are performing as well as other pupils at the school.

Nearly all pupils have the skills in communication, numeracy and information and communication technology (ICT) needed to help them in their work across the curriculum. Pupils' standards and progress in the skills of speaking, listening and reading are good. The quality of pupils' extended writing and presentational skills is inconsistent across the school.

Many pupils across the school have positive attitudes to learning and they enjoy their lessons. They are well motivated and many are engaged and eager to learn. Nearly all pupils respond positively to their teachers and the majority listen attentively. They concentrate well and persevere with their tasks and activities and they are given good opportunities to have a say in what and how they learn.

Most pupils have a positive attitude towards Welsh. However nearly all pupils' speaking, writing and reading skills in Welsh are underdeveloped.

Wellbeing: Good

The school has a calm, friendly and caring ethos. Nearly all pupils feel safe, nurtured and valued. They get on well with other pupils and with members of staff in a happy and stimulating environment. Pupils are confident about expressing their views and talk positively about the school.

Nearly all pupils recognise right and wrong in their own conduct and show respect and consideration for others. They believe that the school deals with bullying incidents effectively. The school council make decisions which improve the quality of the experiences for pupils.

Most pupils have a good understanding of the importance of healthy eating and a balanced diet. They take part in a range of opportunities to promote their physical and emotional health. They are confident in knowing that extra support is available from adults if needed. The school has developed a facility to assist pupils who are facing trauma in their lives. This is particularly effective in helping pupils cope when necessary with a wide range of stressful situations. They are able to articulate their feelings effectively.

Attendance rates at St. Cadoc's at 93.5% are better than the national average and the average for similar schools.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The younger pupils in the Foundation Phase have appropriate, varied and often imaginative learning experiences that include a wide range of visits in the locality. The work is well structured with clear progression in pupils' learning experiences.. In KS1, and KS2, learning experiences effectively meet the needs of most learners. However, some of the work is too easy for the more-able pupils.

Provision and planning for pupils' Welsh language development is weak. Insufficient use is made of Welsh including incidental Welsh in the daily life and work of the school. In KS2, strategies for improving pupils' communication skills in English and pupils' numeracy skills are successful in raising standards.

The school makes good provision for pupils' social, cultural and spiritual development through a variety of events including extra-curricular activities.

Overall, the school makes good provision for developing pupils' awareness of the importance of sustainable development, for example through the Eco Club's energy conservation work.

The school teaches the pupils about different cultures and takes part in projects such as the 'Fair Trade' award. These projects help the pupils learn about global citizenship through the study of the life and work of people in other parts of the world. Pupils are actively involved in fundraising for international aid agencies as well as for local charities and other good causes.

Teaching: Good

The quality of teaching is good overall. Where teaching is good, expectations are high and pupils are challenged, lessons are lively and engaging and clearly identified learning objectives build upon pupils' previous learning.

Not all teachers match the work well enough to pupils' needs and abilities Teachers' expectations for the more able pupils are not always high enough. The use of questioning to extend learning is not always effective.

In general, teaching assistants effectively support pupils to achieve well. They are especially good at helping pupils overcome reading difficulties.

Pupil performance is tracked but teachers' assessment of pupils' work has some weaknesses. Only in a minority of classes, do teachers identify what pupils need to do to improve and to make progress in their learning. Children are beginning to comment on their own progress. Those requiring extra support are identified early on and are supported effectively in overcoming their learning difficulties..

Reports to parents are detailed and informative.

Care, support and guidance: Good

The school successfully promotes the importance of healthy living and lifestyle through class work and also through a wide variety of extra-curricular activities..

The school provides pupils with an appropriate range of specialist support. The school has an appropriate policy and has procedures for safeguarding. A facility provided for pupils when facing trauma in their lives is an excellent feature of the school's system of care support and guidance.

Provision for pupils with additional learning needs is good. The school uses assessment information effectively to develop individual education plans which are used well to support pupil progress. Teachers review the plans regularly with parents, and pupils are aware of their targets.

Learning environment: Judgement

The school is an inclusive community where individuals are treated equally and fairly. Staff encourage pupils to appreciate, understand and celebrate differences. Many pupils take on responsibilities such as 'playground buddies' which help to establish a friendly and calm environment.

The school buildings are clean, well-maintained and welcoming. The planters in the front garden maintained by each year group offer a good welcome to the school. The Foundation Phase garden is used effectively to support learning..

The quality of resources is generally good and the school makes effective and efficient use of its staff. However, some of the displays around the school do not always support pupils' learning needs enough.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The school is led well and effectively by the headteacher. . Clear aims and objectives have been established which are reflected in the daily life of the school. Nearly all staff work well as a team; they share a common vision, values and purpose.

Governors are well-informed, have a good understanding of their role and provide a clear sense of direction for the work of the school. They know the school's strengths and the areas for development well. Governors challenge and support the school to bring about further improvements. They use data effectively to set challenging, but achievable, targets.

The school is effective in meeting most national and local priorities. It has very successfully introduced the Foundation Phase. It has received a good range of national awards and quality marks.

Improving quality: Good

The school's self evaluation report is a comprehensive and accurate document based on observation. The self-evaluation process is ongoing, rigorous, and well organised. It is embedded in the school's strategic planning and all staff are involved in the process.

Leaders use data effectively to monitor performance and to target improvements in pupils' performance. Individual target setting for pupils enables nearly all to achieve their potential. The school takes good account of the views of parents, pupils and other stakeholders. The school sets clear priorities for improvement and allocates resources effectively.

The school's performance management arrangements for staff are effective. The in-service training of support staff makes a positive impact on teaching and learning, especially in supporting pupils' literacy development. The school takes part successfully in a range of local authority initiatives to raise standards.

There are a good range of professional learning communities within the school and with other local schools focused on raising standards through the sharing of good practice.

Partnership working: Good

The school has developed a range of useful strategic partnerships, especially within its cluster of schools, the local authority and the Archdiocese. There are good transition arrangements in place with its feeder secondary school which enable older pupils to be prepared appropriately for the next stage in their education. The school has close links with the community and the parish. Visits to the community and to other parts of Wales make a positive contribution to enriching pupils' experiences and in their understanding of the cwricwlwm Cymreig.

The school has a good range of partnerships with services that provide support for pupils with additional learning needs. Parents and carers are very positive about the beneficial work of the school in this area.

Resource management: Good

The school is well resourced. It manages its staff and resources effectively to support teaching and learning. The school meets the requirements for workforce remodelling and the use of planning, preparation and assessment time.

Spending is clearly linked to priorities in the school development plan. Managers monitor and control spending to ensure that it remains within budget. There is a clear link between spending priorities and an improvement in performance.

The school gives good value for money. It uses its funds well to deliver a good quality education, where nearly all pupils achieve their potential.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

One hundred and one pupils completed the learner questionnaire. Nearly all of them state that they feel safe at the school and believe the school deals well with any bullying. They state that they know who to approach if they are worried or upset and also who to ask if they are finding their work to be too hard. They agree that the school teaches them how to keep healthy and provides them with lots of opportunities for regular exercise. Nearly all believe that they are doing well at school and that the teachers and other adults help them to learn. A significant minority say that they find it hard to do their work because of the behaviour of other children and that some children behave badly at lunch time. This was investigated further by the inspection team and no evidence was found to support these views.

Parents and carers are invited to complete a questionnaire as part of the inspection of the school. Eleven parents responded and they all state that they are satisfied with the school and that their children are happy and making good progress. They all believe that pupils at the school are well behaved and the teaching is good. All believe that the homework set is appropriate and that their children are encouraged to work hard and do their best. They also believe that the school is well run, that they are well informed about their child's progress and their child feels safe. Nearly all believe that the school treats their child with respect, that their child receives appropriate support in relation to any particular needs and that their child is well prepared for moving on to the next school. Everyone agrees that the school provides a good range of activities and that they are happy to approach the school with questions, suggestions or if they have a problem.

Appendix 2

The inspection team

Clive Phillips	Reporting Inspector
Ann Jones	Team Inspector
Penny Lewis	Team Inspector
Jenny Rathbone	Lay Inspector
Ruth Davies	Peer Inspector
Lesley Huckle	School Nominee

Copies of the report

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11