

Archdiocese of Cardiff



St Cadoc's Catholic Primary School

Inspection Report

Inspection dates	1 – 3 November 2010
Reporting Inspector	Mrs. M. E. White
Accompanying Inspector	Mrs. P. J. Antolik
Type of school	Primary
Age range of pupils	4 - 11
Number on roll	202
Local Authority	City of Cardiff
Chair of Governors	Mr. J. Travers
School Address	Shaw Close, Llanrumney, Cardiff. CF3 5NX
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Parish(es) served	St. Cadoc's, Blessed Sacrament, St. John Lloyd
Date of previous inspection	October 2004
Headteacher	Mrs. L. Huckle

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 address 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.Cadoc's Catholic Primary School is located in the lower part of the inner city area of Llanrumney to the east of Cardiff. The catchment area has become a "Flying Start" area and is considered to be one of high socio-economic deprivation. The *Quality of Life* indicator places it in the Very Poor category.

St. Cadoc's caters for pupils aged 4 – 11 years. There has been a significant decrease in the Catholic population since the previous inspection. At the time of inspection, 202 pupils were on roll. This was made up of 107 Catholic pupils, 73 pupils of other Christian denominations, 16 pupils of other faiths and 6 of no faith.

In recent years, the school has experienced an increase in pupils from other cultures. At present, 33% of the pupils are of ethnic minorities. 23% of pupils come from homes where the predominant language is not English. No pupils come from Welsh speaking homes.

(2010) 47% of the pupils are eligible to receive free school meals. Pupils represent the full ability range. 28% of the pupils are identified as having special educational needs, including 2 pupils with statements for physical disability.

Significant staffing changes include headteacher and deputy headteacher appointments in 2005. The previous deputy headteacher took up a headteacher appointment on the first day of this inspection. Of the 10 full time teachers 8 are Catholic. 5 hold the *Catholic Certificate in Religious Studies* and 1 has the *Cardiff Archdiocese Religious Education Certificate*. All 5 of the learning support assistants, including 1 higher level teaching assistant, are Catholic.

Achievements include the *Basic Skills Quality Mark 2*, *Healthy Schools Award*, *Green Flag*, *Fair Trade Status*, *Active Marc Cymru*, *Cardiff Arts Award*, *ICT Mark BECTA*, *Investors in People* and *Children's University Activity Centre*.

Summary

How effective is the school/college in providing Catholic education?	Good
St. Cadoc's is a good school because:- <ul style="list-style-type: none">• pupils make good progress;• teaching is good overall and pupils benefit from a broad, balanced and varied curriculum;• the Catholic Life of the school is given a high priority which impacts positively on outcomes for pupils;• highly effective pastoral support promotes pupils' wellbeing;• the good, and sometimes exceptional, provision for prayer and worship promotes pupils' spiritual and moral development;• partnerships with parents, the parish and other agencies are good.	
What are the school/college's prospects for improvement?	Good
Prospects for improvement are good due to:- <ul style="list-style-type: none">• the outstanding leadership of the headteacher, ably supported by two enthusiastic religious education co-ordinators;• a team of teachers and non-teaching staff who work together with a common vision of wanting the best for their pupils;• the support, appreciation and challenge of governors;• good systems of self review and planning for progress;• a proven track record of raising standards;• the ethos of the school, which shows a strong support in pastoral care within a culture of continuous improvement.	

Recommendations and Required Actions

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

R1: Continue to develop the co-ordinators' role to encompass the systematic monitoring of all aspects of Religious Education and prayer and worship.

R2: Enable pupils to become more skilled in the preparation, planning and leading of prayer and worship.

R3: Ensure that the school has evidence of coverage of the other faiths elements of the *Here I Am* programme.

R4: Provide more opportunities for pupils to appreciate the growing religious and cultural diversity within the school.

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

From their earliest years, pupils at St. Cadoc's show enjoyment and enthusiasm for Religious Education. Relative to their starting points, all groups of pupils achieve equally well and demonstrate good quality learning. Almost all pupils are becoming religiously literate and increasingly articulate in expressing themselves orally and in writing. At the end of key stage two, pupils are particularly skilful in reflecting on meaning, with some pupils able to communicate their understanding with maturity. Pupils of all ages can relate their learning to their own lives. The majority of pupils engage well in a variety of activities, apply themselves with increasing concentration and are keen to do well.

In their Reception year, pupils benefit from a solid foundation to their learning in Religious Education and pupil tracking confirms that continuous progress is made over time. Focussed teacher assessments of *Here I Am* topics, linked to *NBRIA Levels of Attainment*, indicate that pupils are gaining knowledge, understanding and skills at a good rate. At the end of key stages one and two, pupil attainment is particularly good and sometimes outstanding. The quality of pupils' recorded work is good overall but inconsistencies are evident.

Pupils make a good contribution to the Catholic Life of the school and benefit greatly from it. They understand the importance of key celebrations in the liturgical year. They are becoming secure in developing their understanding of Catholic teaching but their understanding of others' beliefs is less evident. Pupils eagerly take on a range of responsibilities to make their school a safe and happy place for all. From a young age, they can describe how they live out their mission statement which impacts positively on their exemplary behaviour and the care and respect they show for each other and adults in the school family. They benefit from a range of extra curricular activities which support all round development. Pupils have a strong sense of belonging to their school. Their wellbeing is promoted through a highly effective pastoral care system, including *Rainbows*, which supports vulnerable children. Pupils' concern for the less fortunate is evident in their fundraising for charities. They are proud of their *Green Flag* and *Fair Trade* status.

Pupils' response to, and participation in, prayer and worship are good. In a variety of settings, pupils demonstrate reverence and respect. They listen attentively, reflect thoughtfully and sing joyfully. In the class based worship observed in Years Two and Six, pupils' engagement with, and response to prayer was outstanding. Pupils in Year Four demonstrated skill in preparing, planning and leading worship. This is an area the school has identified in need of further development. Pupils are developing a good awareness of a variety of styles and forms of prayer and their liturgical formation is progressing well. The prayer life of the school is making a significant contribution to pupils' spiritual and moral development.

KQ2. How good is provision?	Good
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The quality of teaching is generally good across the school and outstanding at the end of both key stages. Thorough planning, linked to current assessment and prior learning, together with teachers' comprehensive subject knowledge, contributes to most pupils making good progress as learners. A variety of teaching strategies enhance pupils' motivation, concentration and understanding. Resources, including technology, are used well to maximise learning. Very good pupil teacher relationships, effective deployment of learning support assistants and high expectations create a climate where most pupils strive to achieve their best. Marking and feedback affirm how well pupils are doing but does not consistently identify how they can move on in their learning.

Assessment and academic guidance in Religious Education is good. Assessment procedures are embedded and the school presents an accurate view of pupils' achievements and progress over time. Using assessment for learning strategies, pupils are becoming confident in saying how well they are doing and show an appreciation of others' work. Through Archdiocesan, in-house and transition cluster moderation exercises, teachers are developing a good level of accuracy in applying *NBRIA Levels of Attainment*. The school has identified a need to challenge more able and talented pupils, which is being addressed in the current action plan. Pupils' achievements are recognised and success is regularly celebrated.

The Religious Education curriculum meets the needs of pupils, enabling them to achieve well. All Bishops' Conference and Archdiocesan requirements are met. Teachers provide a range of stimulating experiences and activities, within the school and beyond, which help pupils to thrive in their learning. Opportunities for pupils to learn from religion, reflect on meaning and relate faith to daily life are well developed. They contribute effectively to pupils' spiritual and moral development. However, the school needs to keep more evidence of the teaching of other faiths. Suitable opportunities are planned for pupils to appreciate the school's Welsh dimension but the use of the Welsh language is inconsistent. Spacious and well maintained accommodation provides a stimulating learning environment. Highly effective pastoral support creates a sanctuary, which promotes pupils' wellbeing.

Prayer and worship are central to the life of the school. There is a range of formal and informal opportunities for daily prayer. Worship in a variety of settings provides opportunities for pupils and adults to pray together. Themes are consistent with the Catholic character of the school. Highly effective class based worship, at the end of both key stages, inspired awe and wonder in the pupils. Pupils are offered opportunities to prepare, plan and lead worship, as seen in Year 4's class worship. The school recognises the need to provide more opportunities for pupils to become better skilled and equipped to do this. The Monday staff prayer, powerfully and prayerfully delivered, was an excellent example of the way adults at St. Cadoc's begin their week. All classrooms, the entrance area and the corridors have areas of reflective display. The recently established prayer room provides a sacred space within the school. Attendance at Mass and other liturgical celebrations by parents, governors and parishioners is encouraged.

KQ3. How good are leadership and management?	Good
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As a result of the outstanding leadership of the headteacher, the Catholic life of the school is given a high priority. The governing body effectively discharges its statutory and canonical responsibilities. Catholic values and principles lie firmly at the heart of the school's vision for its pupils. Governors are fully involved in self-evaluation and development planning processes. They enjoy constructive relationships with staff, support and appreciate their achievements and hold the school to account to secure necessary improvements. An ample supply of resources is used effectively to enhance the Catholic life of the school and Religious Education teaching. Pupils and parents have a voice in the school.

Leaders and managers make a significant contribution to the Catholic dimension of the school. Commitment to the Church's mission is demonstrated in the provision of a broad, balanced and varied curriculum, which underpins pupils' spiritual, moral, social and cultural development. As a result of Archdiocesan and in-house training, the staff's understanding of and commitment to the Catholic life of the school is enriched. Both formal and informal monitoring of the school, results in the implementation of priorities for improvement which, in turn, impacts positively on outcomes for pupils. Consequently, pupils are able to talk confidently about their school's distinctive mission and demonstrate an appreciation for the Catholic life of their school.

The headteacher, Religious Education co-ordinator and her associate, work well as a team to give Religious Education a high profile in the curriculum. Leaders and managers conduct a range of self-evaluation activities relating to provision and outcomes for pupils in curriculum Religious Education. These provide the basis for accurate diagnosis of the school's strengths and areas of relative weakness. Suitably detailed action plans address areas for development. Efficient and ongoing improvement of *Here I Am* planning and related assessment strategies is having a positive impact on pupils' learning and standards. However, a more systematic and rigorous approach to monitoring and evaluation would be beneficial.

Leaders and managers have successfully established partnerships with other providers, organisations and services. The school has good links with its Catholic cluster and receiving High School. The school offers high quality care and guidance for the wellbeing of pupils. The *Rainbows* programme supports pupils who experience trauma in their lives. The recently adopted *Journey in Love* programme of personal and social education, including sex education, was well received by the older pupils and their parents. Good links exist with the parish priest, St. Cadoc's parishioners and parish groups. The school welcomes regular visits from the *Bridge Builders Christian Community*. It acknowledges a desire to forge links with other faith communities, which would help reflect and celebrate the growing religious and cultural diversity within the school.

There is a common sense of belonging in the school and all are welcomed in a spirit of equality and respect. Prayer and worship make an important contribution to developing a spirit of community and unity within the school. Pupils from different backgrounds happily work and play together. The school provides many opportunities for pupils to develop an understanding of their role in society. Pupils are active in their support of local and national charities. The exemplary practice

in the promotion of sustainable development and global citizenship has been rewarded with *Green Flag* and *Fair Trade* status. The school enjoys good relationships with the parish and has earned the respect of the local community. To establish the importance of the parental role, the school regularly invites parents to actively participate in a variety of initiatives to support their children's learning.

Appendix 1

Responses to parent questionnaires

42 parents completed the parent questionnaire. With very few exceptions, parents gave a positive response to most questions.

Almost all parents are happy with the values and attitudes the school teaches and feel welcome when they visit the school. Most parents feel that they are listened to. Nearly all parents believe that the school keeps them informed about the curriculum and how well their children are progressing. They are happy with the standards of work achieved and with their children's spiritual development. Parents are generally happy with the level of support and guidance the school provides. Most parents have an idea of what is taught in personal, social and health education, including sex education as appropriate.

Parents state that they chose St. Cadoc's because of a long family connection with the school, for its Catholic Christian teaching, caring ethos, firm discipline and good reputation in the local community.

Appendix 2

Evidence Base

- The school's self-evaluation reports and other relevant documentation.
- Religious Education and other related policies.
- Meetings with the headteacher and religious education co-ordinators.
- Meetings with the parents and governors.
- Discussion with the religious education link governor / parish priest.
- Lesson observations.
- Scrutiny of planning and assessment.
- Scrutiny of pupils' work.
- Scrutiny of displays and prayer foci.
- Attendance at whole school, phase and class based collective worship.
- Discussions with the School Council and Eco Committee.
- Discussions with pupils.
- Parent questionnaire returns.
- Observations of daily routines.