



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 John Lloyd R.C. Primary School
Bryn Bala Way
Trowbridge
Cardiff
CF3 1SX**

Date of inspection: November 2011

by

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



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 John Lloyd School is a Voluntary Aided primary school under the trusteeship of the Roman Catholic Archdiocese of Cardiff. Cardiff local authority maintains the school, which is situated in a large housing estate serving the Catholic community of Rumney, Trowbridge and St Melons, including the Gypsy and Traveller site of Shire Newton. The school admits pupils between the ages of three and eleven. Baseline scores of pupils on entry to the school are very low when compared to the average for the local authority. There are currently 285 pupils on roll, including 41 children in the nursery class who attend the school on a part-time basis. Nursery provision started in the school in 2010. The headteacher was appointed in 1999.

The school is located in an economically and socially deprived area. Forty-five per cent of pupils are entitled to free school meals, which is significantly higher than the local authority and all-Wales average. Nearly 20% of pupils speak English as an additional language. No pupil speaks Welsh as their home language. Welsh is taught as a second language to all pupils and English is the medium of instruction in the school.

Ethnically, 61% of pupils are described as 'white British' with 11% of pupils described as 'Travellers of Irish Heritage'. Ten per cent of pupils are of Asian origin and 14% of pupils are described as 'black African or Caribbean'. The remaining 4% of pupils belong to other ethnic groups. The school has identified 7% of pupils at 'School Action Plus' level and a further 36% as requiring additional support. Two per cent of pupils have a statement of special educational need. The school has a history of a considerable amount of pupil migration. For example, out of the 25 pupils who started in the reception class in 2004, only nine (36%) still remained in the school in Year 6 in 2011. The other 26 pupils joined the school in the intervening period.

The individual school budget per pupil for St John Lloyd RC Primary School in 2011-2012 means that the budget is £3,436 per pupil. The maximum per pupil in the primary schools in Cardiff is £19,708 and the minimum is £2,828. St John Lloyd R C Primary School is 53rd out of the 116 primary schools in Cardiff in term of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- pupils make significant progress between their baseline assessment and achievement at the end of key stage 2;
- almost all pupils make the expected progress between the end of the Foundation Phase and key stage 2;
- outcomes compare favourably with those of similar schools, especially in key stage 2;
- the school promotes an ethos which supports learning; and
- teaching, assessment and leadership are good.

Prospects for improvement

Prospects for improvement are good because:

- the school's outcomes at both key stages have generally improved over the last three years, particularly in key stage 2;
- the school has responded well to the recommendations of the previous inspection;
- the school evaluates its strengths and weaknesses honestly and responds with suitable strategies for improvement;
- the school gives pupils suitable support to improve their work; and
- the headteacher, senior and middle management, with the support of a strong governing body, show an united determination to overcome pupils' obstacles to learning.

Recommendations

In order to improve the school needs to:

- R1 improve pupils' standards of numeracy and their ability to write well at length in all subjects;
- R2 improve the standards and provision for more able pupils;
- R3 improve the confidence and fluency of less able readers; and
- R4 continue to improve pupils' attendance, especially that of Irish Traveller pupils.

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Standards of achievement and attainment are adversely affected by the significant migration of pupils into and away from the school. Nevertheless, pupils make significant progress when their personal performance is compared with their low achievement in the baseline assessment.

Overall and over time, many pupils at key stage 1 achieve the expected level and make good progress from their starting points, particularly in English and science. However, compared to the situation in schools with similar free school meals and in the family of schools, too few pupils achieve the higher levels at the end of key stage 1, particularly in English and mathematics.

Overall, many pupils at key stage 2 achieve the expected level and make good progress. However, compared to the situation in schools with similar free school meals and in the family of schools, too few pupils achieve the higher levels at the end of key stage 2, particularly in mathematics.

Almost all pupils make the expected progress of two levels between key stage 1 and key stage 2. Pupils with additional learning needs generally meet and sometimes exceed the targets set for them. Nearly all pupils make sufficient progress to allow them to move on to their next stage of learning. By the end of key stage 2, girls achieve better than boys, though the opposite has recently been the case in key stage 1. Pupils with English as an additional language make good progress. A few Irish Traveller pupils, however, do not attain the standards of which they are capable due to their low rates of attendance. As a group, pupils entitled to free school meals do not achieve as well as those not entitled.

Most pupils make good progress in writing and reading. Throughout the school, most pupils make good use of opportunities to write across the curriculum. Pupils write for a wide range of purposes and use a range of different forms and genres. They plan, draft and improve their written work. However, an overdependence on worksheets means that pupils do not always write well at length. Nearly all pupils use spelling strategies effectively, although many make basic errors in punctuation. Standards in handwriting are good by the time pupils reach Year 6.

Many pupils read confidently and with expression; they show an interest in books and are able to discuss plot and characters. However, a minority of less able pupils read hesitantly and do not have a wide enough range of strategies to decode unfamiliar words.

Standards in numeracy are adequate overall. Most pupils use their basic numeracy skills effectively across the curriculum. However, a majority of pupils do not develop their own independent mathematical strategies or use their mathematical language well enough.

Standards in Welsh 2nd language are good. In 2011, in key stage 2, the percentage of pupils achieving the expected level was significantly higher than that of Wales and the local authority. Many pupils use Welsh confidently to speak to visitors. Pupils' pronunciation is good.

Wellbeing: Good

Almost all pupils enjoy school and feel safe, valued and well supported.

Many have developed a very positive attitude to healthy living and eating and fully support the healthy schools initiative.

The expected standards of behaviour are consistently reinforced by staff and, as a result, the behaviour of most pupils is good. Pupils have positive attitudes to school life and are well-motivated and attentive learners. They express pride in their school and show respect and concern for others.

The school focuses well on improving pupils' attendance. Although the school remains in the lower 50% when compared to similar schools, attendance rates for most groups of pupils have steadily improved since the last inspection. The attendance of Irish Traveller pupils and the punctuality of a very few pupils remain causes for concern.

Pupils' involvement in range of community partnerships has contributed to most pupils having well-developed social and life skills. They co-operate well with each other.

The school council is very proactive and makes a significant contribution to many aspects of school life. For example, school councillors are involved in interviewing prospective staff and have been instrumental in carrying out a pupil survey.

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

The school provides a wide range of good quality learning experiences that generally meets the range of learners' needs well. In spite of recent specific provision, the needs of more able pupils are not always met in full. A large number of intervention strategies are in place for literacy and numeracy, which contribute significantly to pupils' attainment.

Teachers' planning identifies both key and other learning skills and, as a result, lessons provide opportunities for pupils to develop and apply these skills across the curriculum. Recently introduced strategies to improve pupils' writing are having a positive impact on standards. Recent initiatives to extend pupils' writing have not yet consistently ensured that pupils write independently enough nor always at sufficient length in the full range of subjects, as there is still an over-reliance on work-sheets.

The school enriches pupils' learning through the effective use of a wide range of extra-curricular and after-school activities.

There is good provision to enable pupils to learn about sustainability and recycling. Links with communities and schools abroad develop pupils' understanding of the role they and others play in society and in the world.

The provision for Welsh language is detailed and the Welsh dimension is encouraged both within the curriculum and by a wide range of enrichment activities, visits and visitors to the school.

Teaching: Good

Almost all teaching ensures that pupils are motivated and engaged and secures pupils' progress and learning. Teachers and other adults have extensive and detailed subject knowledge and use a wide range of approaches and activities to interest most pupils. However, teachers do not always provide enough challenge for more able pupils. Teachers make skilful use of resources, including technology to enhance learning throughout the school. Additional adult support is well focused and makes a significant contribution to the quality of pupils' learning.

Assessment of and for learning is a strength of the school. Detailed feedback to pupils, both orally and through marking, enables them to know how well they are doing and what they need to do to improve their work. Pupils' progress and wellbeing are tracked effectively and in detail across the school at individual and group level. As a result, teachers and other adults plan lessons and activities that enable most pupils to make good progress. Parents and carers are kept very well informed about their children's achievements, wellbeing and development.

Care, support and guidance: Good

Staff provide a high level of care for pupils. They work well with an extensive range of outside agencies and organisations to promote pupils' health and wellbeing. Where required, pupils receive appropriate personal and specialist support.

The school has an appropriate policy and has procedures for safeguarding.

Provision for pupils with additional learning needs is effective. The school has well organised systems to identify and support these pupils. It provides a wide range of effective intervention strategies, which are carefully targeted at specific age groups. Individual education plans are comprehensive and child-friendly. They set out suitable targets for improvement, which are regularly reviewed and monitored. Parents of pupils with additional learning needs are involved and well informed about the support their children receive.

Learning experiences throughout the school promote pupils' spiritual, moral, social and cultural development well. The positive school ethos provides a stable and ordered environment in which principles such as respect, honesty and fairness are valued. Pupils are encouraged to reflect on their personal beliefs and to develop an understanding of cultural diversity.

Learning environment: Good

Pupils' awareness of valuing diversity and equal opportunities is strongly reflected in the school's everyday life and Catholic ethos. Pupils respect the range of beliefs, attitudes and cultural traditions found in society. All pupils responded positively when asked if they felt they were treated fairly and with respect. The curriculum and extra-curricular activities are fully accessible to all pupils, regardless of ethnic background, gender or race.

The school is an attractive and stimulating learning environment. The school building and grounds are maintained to a reasonable standard, and used effectively to deliver good quality teaching and learning. All classes have ample good quality learning resources, well matched to the pupils' needs.

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

The headteacher is a positive, enthusiastic and well-informed professional who provides clear and effective leadership. Under her guidance, and with the valuable support of an effective senior management team, she has established a very clear direction for the future, based on high expectations, and to which all governors, staff, parents and pupils subscribe.

The day-to-day organisation and management systems are good. They ensure that all members of staff are co-operating and working well together for the benefit of pupils. Performance management arrangements are well established for all members of staff and are carried out efficiently. The process identifies suitable targets for improvement that are well matched to professional activities.

The governing body plays an important role in the school and carries out its duties very effectively. Governors have a good knowledge of the performance of the school and rigorously hold it to account for the standards and quality it achieves. Governors fulfil their legal and regulatory duties.

The school is making good progress in introducing both local and national initiatives. Careful consideration is given to the School Effectiveness Framework and its philosophy is already evident in the school. The Foundation Phase has been successfully implemented, as have the recent revisions to the curriculum at key stage 2.

Improving quality: Good

There is a strong commitment throughout the school to promoting improvement. The school has well-established and systematic self-evaluation procedures. These are firmly based on a broad range of monitoring activities, which focus appropriately on the standards that pupils achieve, available performance data, including the school data packs, and the quality of teaching.

The outcomes of the self-evaluation process are used to determine appropriate priorities for school improvement. These are contained in a comprehensive school improvement plan, which includes a broad range of actions. However, the school's three year improvement plan is too detailed, and, as a result, the main priorities for improvement are not always clear. Nevertheless, implementation of the plan is having a positive impact on provision and standards in the school.

There is an effective culture of collaboration and of staff team work. There is a good range of activities within the school, where staff work together. These are having a positive impact on standards and provision. For example, the recent successful joint activity focusing on assessment for learning strategies has had a positive impact on pupils' understanding of how to improve their learning and the quality of teaching. Staff members also work well with other schools to improve their professional knowledge.

Partnership working: Good

The school has a good range of strategic partnerships, which make a significant contribution to pupils' learning experiences. The partnership with the parents, the local community and the Catholic community in the parishes is good. Links with various charities and agencies promote the wellbeing of pupils well. The extensive and established links with external agencies significantly help to improve pupils' emotional and physical wellbeing. Work with other cluster schools, as part of transition arrangements, has helped strengthen continuity in learning and wellbeing and has led to more effective assessment procedures.

Resource management: Good

The school manages its resources well. Spending is clearly linked to developmental priorities. There are sufficient suitably qualified members of staff who are deployed appropriately to teach the curriculum effectively. Teaching assistants work well alongside teachers in the classroom. There is effective management of teachers' planning, preparation and assessment time. The school accommodation is well ordered and managed. There is a good range of quality learning resources, which are used well to meet the needs of all pupils.

Good use is made of funding and the school has made good progress in meeting the recommendations from the last inspection. As outcomes for many pupils are good, the school, overall, provides good value for money.

Appendix 1

Commentary on performance data

At key stage 1, when compared to relative performance of schools with similar percentages of free school meals, pupils' performance in the core subject indicator (CSI), the expected level in English, mathematics and science, has been in the upper 50% for the past two years. Pupils' performance at the expected level in English has been in the upper 50% of that for similar schools for the past four years. Pupils' performance in science has generally been in the upper 50%. Pupils' performance in mathematics is not as good, and the school is generally in the lower 50% (but not the lowest 25%) when compared with similar schools.

There has been a steady trend of improvement in the CSI and English when compared to the performance levels in the family of schools, and performance in both has been above the family averages for the past two years. There is also an improving trend in mathematics, but pupils' performance has been below the family average for the past four years. The proportion of pupils achieving the expected level in the combination of reading, writing and mathematics has been below the average for the family in three of the past four years.

English is broken down further into oracy, reading and writing. Pupils' performance in oracy has been generally in line with that of the family for three of the past four years. Standards in reading fluctuate more and the school's performance has been below the family average for two of the past four years, including 2010-2011. There has been an improving trend in pupils' performance in writing and, though results fell slightly in 2010-2011, pupils' performance has remained above the average for the family.

Overall and over time, many pupils at key stage 1 achieve the expected level and make good progress from their starting points, particularly in English and science. However, compared to pupils in schools with similar percentages of free school meals and those in the family of schools, too few pupils achieve the higher levels at the end of key stage 1, particularly in English and mathematics.

At key stage 2, when compared to the situation in schools with similar percentages of free school meals, pupils' performance in the CSI and mathematics has been in the upper 50% for three of the past four years. Pupils' performance at the expected level in English has been in the upper 50% of that for similar schools for the past four years. Pupils' performance in science has generally been in the top 25%.

At key stage 2, over the past four years, pupils' performance in the CSI, English and mathematics, has generally been in line with or above the family average. Pupils' performance in science has been consistently above the family average. Pupils' performance in oracy is generally in line with that of the family, although there was a dip in 2010-2011. Although pupils' performance levels in reading fell in 2009-2010, performance remains generally above the family average. Performance in writing is generally in line with the family average and was above average in 2010-2011. In 2010-2011, the school achieved the second highest results in its family for the proportion of pupils achieving the expected level in reading, writing and mathematics in combination.

Pupils' performance at the higher level is generally below the average for the family in English, mathematics and science. When compared to pupils in schools with similar proportions of free school meals, pupils generally achieve around the median in English and science, but the school is placed in the lower 50% in relation to performance in mathematics.

Overall many pupils at key stage 2 achieve the expected level and make good progress. However, compared to the situation in schools with similar percentages of free school meals and in the family of schools, too few pupils achieve the higher levels at the end of key stage 2, particularly in mathematics.

Pupils with additional learning needs and those with English as an additional language generally make good progress.

Pupils entitled to free school meals do not generally achieve as well as those not entitled to free school meals.

Attendance has steadily improved over the past five years but is still in the lower 50% when compared to that of similar schools.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Sixteen parents completed the questionnaire. All were very satisfied or satisfied with the school. All believed that it was well run and that the teaching was good. All believed that behaviour in the school was good and that their children were making good progress. Many agreed strongly that their children were encouraged to be healthy and take regular exercise. Many also agreed strongly that their children were helped to settle into the school and that their children were safe there. A minority, however, expressed no opinion as to whether their children were well prepared for moving on to the next stage in their education. A few expressed no views on whether homework built well on what their children learnt in school.

Responses to learner questionnaires

Forty-four key stage 2 pupils completed the questionnaire. All felt safe in the school. They all believed that the school dealt well with bullying and they knew whom to talk to if they were worried or upset. All believed that homework helped them understand and improve their work in school and that they had enough resources to do their work. Nearly all believed the school taught them how to be healthy, that there were many opportunities for them to get regular exercise, and that they were doing well in school. A quarter of the girls, however, did not think that all children behaved well at playtime and lunchtime. A few, both boys and girls, thought that other pupils' behaviour was not good and that this stopped them from getting their work done.

Appendix 3

The inspection team

Gareth Wyn Roberts	Reporting Inspector
Peter Roach	Team Inspector
Catherine Jenkins	Lay Inspector
Karen Harris	Peer Inspector
Ellerie Hennessy	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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