



*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 Peter's R.C. Primary School  
Southey Street  
Roath  
Cardiff  
CF24 3SP**

**Date of inspection: June 2013**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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. Peter's is a voluntary-aided Roman Catholic primary school in Roath, in the centre of Cardiff. The area the school serves is neither prosperous nor economically disadvantaged. Just under 18% of pupils are entitled to free school meals, which is close to the average for Cardiff.

There are 546 pupils on roll, which include 80 part-time nursery pupils. This is an increase since the last inspection when there were 475 on roll. Approximately 40% of pupils come from outside the immediate catchment area although many of these families have long-standing links with the school and the parish.

The school has a nursery covering morning and afternoon sessions, and 19 single age classes. The school identifies that about 19% of pupils have additional learning needs, including six who have statements of special educational need. There are currently no pupils who are 'looked after' by a local authority. No pupils have been excluded since the last inspection.

About 30% of pupils (162) speak English as an additional language. This is a significant increase from the 19% at the time of the last inspection. About 44% of pupils are from ethnic minority backgrounds. No pupil speaks Welsh as a first language.

The individual school budget per pupil for St Peter's R.C. Primary School in 2012-2013 means that the budget is £3,101 per pupil. The maximum per pupil in the primary schools in Cardiff is £12,307 and the minimum is £2,873. St Peter's R.C. Primary School is 89th out of the 99 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The current performance of the school is good because:

- standards of behaviour and wellbeing are of a high standard;
- standards in literacy and numeracy are strong and have been maintained despite the changing context of the school over recent years;
- the quality of care, support and guidance is highly effective ;
- the school has a very strong, positive ethos; and
- there is successful provision for pupils with additional learning needs and those who are learning English as an additional language.

### Prospects for improvement

The prospects for improvement of the school are adequate because:

- the headteacher, staff and governors promote a clear vision which supports the Catholic ethos of the school;
- the senior leadership team have clear roles and responsibilities and are beginning to have a positive impact on standards;
- governors are very supportive of the school and are keen to see improvements; and
- the school has effective partnerships which have a positive impact on pupils' wellbeing and the standards they achieve.

However:

- self-evaluation procedures do not focus well enough on improving pupils' standards;
- self-evaluation does not draw upon a wide enough range of evidence or use rigorous analysis of data to inform school improvement; and
- the school has not fully implemented the recommendations from the previous inspection.

## Recommendations

- R1 Improve standards in Welsh across the school
- R2 Increase opportunities for pupils to develop independent learning skills
- R3 Improve the quality of teaching and assessment to ensure that they are consistently good
- R4 Increase the level of challenge for more able pupils in lessons
- R5 Improve self-evaluation processes and increase the focus of self-evaluation on standards of pupils' work

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

In lessons and over time most pupils make at least the expected level of progress and a few make good progress. However, more able pupils do not always achieve the standards of which they are capable.

Most pupils develop the ability to speak confidently given their age and ability. They listen well and are able to share their thoughts and opinions in response to questioning. By the end of key stage 2, most pupils listen and talk confidently including in formal situations, for example when they lead collective worship. Most pupils develop their talk purposefully and provide reasons when expressing an opinion.

Most pupils make at least good progress in reading. Most younger pupils, including those who have English as an additional language, make good progress in acquiring basic phonic knowledge and recognising common words. Nearly all pupils have a positive attitude towards reading and speak confidently about authors and texts they read. Nearly all pupils read a range of texts that interest them. However, these texts are not always effective in challenging the more able readers. By the end of key stage 2, most pupils have a wide range of reading strategies that support them in becoming competent readers.

Younger pupils make good progress in developing their writing skills and, by the end of Foundation Phase, many pupils write for a variety of purposes, with increasingly accurate punctuation, spelling and grammar. By the end of key stage 2, pupils' writing is varied and interesting. Most pupils extend their writing, using paragraphs. They present their work well and often spell complex words correctly. Occasionally, more able pupils do not have the opportunity to extend their writing due to an over use of worksheets.

Most pupils apply their communication and numeracy skills well across the curriculum. However, due to a lack of provision, most pupils' standards in information and communication technology (ICT) are limited.

Most pupils' speaking and listening skills in Welsh are developing appropriately in the Foundation Phase. The majority of pupils in key stage 2 understand simple instructions and Welsh used by staff. However, many pupils use a limited range of sentence patterns and their pronunciation is not always accurate. Pupils have a reasonable understanding of what they read. They write simple phrases competently but very few write in Welsh at an appropriate level. Pupils of all ages do not apply their Welsh language skills outside the classroom.

In 2012, the school's performance at the end of Foundation Phase, at the expected outcome (outcome 5), was above the average for schools in the family. In comparison to similar schools, attainment in language, literacy and communication

placed the school in the higher 50% and attainment in mathematical development and personal social wellbeing and cultural diversity placed it in the lower 50%. At the higher outcome (outcome 6), the school's performance was above the average for the family in all indicators and placed it in the top 50% of similar schools.

At key stage 2, performance in all key indicators at the expected level (level 4) has been above the family and has placed the school consistently in the top 50% of similar schools over the last four years. Performance at the higher level (level 5) in mathematics and science has also been above the family and has placed the school in the top 50% of schools. However, performance in English has varied over the last four years. In 2012, the school's performance in English at the higher level placed it in the lower 50% of similar schools and was below the family and all-Wales averages.

Boys at key stage 2 perform better than girls in mathematics at the expected level. However, girls outperform boys at the higher level in mathematics and both the expected and higher levels in science.

Over the last four years, there has been a considerable narrowing of the gap in performance between pupils in receipt of free school meals and other pupils. In 2012, there was no notable difference in their performance. Pupils with additional learning needs and pupils who speak English as an additional language make good progress.

### **Wellbeing: Good**

The quality of all pupils' behaviour in class and around the school is very good and at times exemplary. All pupils are polite and courteous and show respect and care towards their peers. Many demonstrate confidence in speaking to adults and are eager to engage in conversation. All pupils feel safe and secure in school and they know whom to talk to if they are concerned or upset. Most consider that the school deals effectively with any instances of bullying. Most pupils have a good understanding of what it takes to become healthy. They know about eating healthily and the importance of taking regular exercise.

Attendance has been just below the median for similar schools for the last five years and unauthorised absence is higher than the national average. However, attendance is generally above the family average. Punctuality, for all but a very few pupils, is good.

An enthusiastic school council takes the lead in improving the school environment. The school seeks the views of pupils appropriately through surveys and listening to learner sessions. However, these do not always result in action plans to improve pupils' experiences. Nearly all pupils demonstrate a positive approach to their work and a good ability to concentrate during lessons. Pupils play an important part in the life of the local parish and have links with local organisations. This allows them to fund raise by recycling old clothes, for example. The pupils benefit greatly from these experiences.

<b>Key Question 2: How good is provision?</b>
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<b>Adequate</b>
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**Learning experiences: Adequate**

Teachers collaborate well when planning learning experiences. However, planning does not always take suitable account of pupils' prior learning. The school provides an appropriate range of experiences that engage most pupils in their learning. However, these are not always successful in fully engaging more able pupils. In nursery and reception, there is a strong emphasis on learning through practical experiences and the use of the outdoors. However, in Year 1 and Year 2, morning sessions focus predominantly on literacy and numeracy and there are relatively few opportunities for pupils to develop their independent learning skills.

Staff identify appropriate opportunities to develop pupils' numeracy and communication skills and this is reflected in the standards most pupils achieve. However, planning to develop pupils' ICT skills across the curriculum is limited due to a lack of appropriate resources.

The school makes appropriate provision for the promotion of the Welsh language in the Foundation Phase. However, provision, though sometimes innovative, has not ensured consistently good standards in key stage 2. There are too few opportunities for pupils to practise and develop their skills outside of Welsh lessons. Provision for pupils to develop their understanding of the history and culture of Wales is appropriate.

The school promotes education for sustainable development and global citizenship well. There are appropriate opportunities for pupils to gain an understanding of the lives and cultures of other people across the world. The school acts sustainably in the way it uses resources and is raising pupils' awareness of the principles involved.

**Teaching: Adequate**

Overall, the quality of teaching varies too much. In the majority of classes, teaching is good and teachers have good subject knowledge and plan effectively for lessons. They have high expectations and provide a range of teaching strategies that interest and challenge pupils to achieve highly. All teachers manage behaviour effectively and establish positive working relationships with pupils. Nearly all learning support staff effectively support learning. However, a minority of teachers use a limited range of teaching strategies. They do not provide enough opportunities for independent learning and do not have high enough expectations, particularly for more able pupils.

Assessment procedures are not well embedded or used consistently. Teachers provide positive oral feedback to pupils and celebrate the strengths in pupils' work. However, marking does not always provide guidance to pupils about how they can improve their work. The majority of pupils can discuss their improvement targets and they attempt to review their own progress against success criteria. However, the use of targets and reviewing progress is not consistent between classes. A newly introduced electronic tracking system is effective in tracking pupils' progress. However, analysis of this tracking data is limited and therefore it does not always



inform future planning. Nearly all reports to parents are clear, consistent and informative.

### **Care, support and guidance: Good**

The Catholic ethos and values of the school, as well as strong provision for pupils' wellbeing, contribute effectively to the promotion of pupils' social, moral, spiritual and cultural development.

The school has well-established links with a range of specialist services that have a positive impact on pupils, particularly those with additional learning needs. The programme for pupils' personal and social development is good. The links with external organisations are effective in supporting pupils' health and wellbeing. The usefulness of the school's website is limited in terms of providing up-to date information and guidance for pupils and parents. The school focuses its attention well on those with high levels of absence but there is only a limited emphasis on promoting good attendance across the school as a whole. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The provision for pupils with additional learning needs is good. Nearly all support pupils receive is within mainstream classrooms, where they make good progress overall and can access the full curriculum. Class teachers identify pupils' individual learning targets and take these into account well in their teaching and planning. Teaching assistants focus well on supporting identified pupils in lessons to complete work that is suitably adapted for them in most cases. Pupils have a sound degree of understanding and ownership of their individual targets and the school keeps parents generally well informed about their child's progress. The support for pupils with English as an additional language is good. The provision is flexible and responds well to pupils' emerging and changing needs. Bilingual support workers contribute well to the wellbeing and progress of all ethnic minority pupils. The school's tracking of the progress of pupils with additional learning needs and those from ethnic minorities is at an early stage of development.

### **Learning environment: Good**

The school has a very strong religious ethos that permeates its life and work. It promotes positive values well and the school is a very inclusive community. Staff and pupils have a good awareness of equality issues and the importance of fair treatment and tolerance. The school celebrates the cultural diversity of its pupils appropriately in its day-to-day activities and also on special occasions, for example when holding a United Nations Day and when pupils wear their national costume on St David's Day.

The school's accommodation is of good quality. As a result of recent building work, there is improved space for the Foundation Phase and for Year 6 pupils. The outdoor areas are very good with a wide range of play equipment and apparatus. Classrooms, particularly in the Foundation Phase, are often bright and stimulating with colourful displays of pupils' work. The displays of pupils' work in Welsh and the use of Welsh labels and signs are limited. There is suitable provision of resources of

good quality that match pupils' needs appropriately. However, the provision for ICT is weak.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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**Leadership: Adequate**

The headteacher, staff and governors have a clear and shared vision for the school where all staff and pupils are valued and respected. The whole staff are very committed and work purposefully in teams to create an appropriate learning environment.

The senior leadership team have clear roles and responsibilities, which are beginning to impact positively on the provision and standards. Year group leaders fulfil their roles well and effectively co-ordinate the short term planning across the school. Overall, however, leaders and managers do not have high enough expectations of standards that pupils can achieve.

Senior leaders and the whole staff hold a number of regular meetings. However, the records do not identify the main decisions taken or the actions agreed. This means that the impact on improved outcomes is not measured effectively..

Governors are very supportive of the school and are keen to see improvements. They visit the school regularly, but their role in monitoring the provision and challenging the school as critical friends is not fully developed.

The school gives priority to meeting the literacy and numeracy needs of most pupils. Arrangements to ensure pupils' wellbeing are effective. The school has not embedded the principles of the Foundation Phase across all year groups in the phase.

**Improving quality: Unsatisfactory**

The school has a system of self-evaluation but the process does not draw effectively enough on a range of first-hand evidence, including lesson observations and scrutiny of pupils' work. The school provides regular opportunities for both pupils and parents to express their opinions, although this information is not used well enough. Regular monitoring arrangements to evaluate the impact of initiatives lack rigour. School improvement plans identify priorities but do not focus sufficiently on raising attainment. The school improvement plan has highlighted areas for development, including literacy and numeracy. It indicates timescales, costs, success criteria and roles of key persons but does not clearly set out what the school expects to achieve in terms of improving pupil outcomes.

The majority of staff are involved in networks of professional practice within the school and these are beginning to lead to improvements in standards, for example in reading. Staff involvement in professional learning communities beyond the school is limited.

Since the last inspection, most pupils have continued to achieve good standards throughout the school. However, there has been insufficient improvement in the standards of Welsh second language. There are opportunities for pupils to take responsibility for their own work in the early part of the Foundation Phase, but this remains less effective through the remainder of the school. Approaches to self-evaluation and school improvement planning remain an area in need of improvement.

### **Partnership working: Good**

The school has strong links with both the local and the Roman Catholic community. It has a close relationship with most parents or carers and works effectively with other agencies. These links enable staff to deliver improved provision and support that impact positively on pupils' outcomes and wellbeing.

An effective partnership with other schools in the Archdiocese has led to useful joint planning and the production of resources for the teaching of religious education. Links with cluster schools have also ensured consistency in the end of key stage 2 assessments and the school has made suitable arrangements for the transfer of pupils to the secondary sector. However, the school does not benefit from the sharing of expertise or resources with the many schools with which this school has current links.

### **Resource management: Good**

There is a suitable range of experience and expertise among staff. Teachers have secure knowledge of the subjects and areas of learning that they teach, apart from Welsh. The school deploys teachers and learning assistants effectively. Teaching assistants, especially in the Foundation Phase, work very well alongside teachers to support pupils' learning. There are suitable arrangements in place for newly-qualified teachers to receive additional time during their induction year. The provision of time for teachers to undertake preparation, planning and assessment is slightly less than recommended. Senior managers receive comparatively little time to discharge their leadership roles across a large school.

The school, through the headteacher, business manager and the finance committee of the governing body, manages its finances prudently. It has had a very high level of reserves over the last five years. While these have reduced over recent years due to fund extensive building work, it continues to have a comparatively high level of reserves.

Due to the good standards that pupils achieve and the good quality of pupils' wellbeing, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2012, attainment at the end of the Foundation Phase at the expected outcome was above the average for other schools in the family in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity. In comparison to similar schools, attainment in language, literacy and communication skills placed the school in the higher 50% and attainment in mathematical development and personal and social development, wellbeing and cultural diversity placed it in the lower 50%.

At the higher outcome, the performance of more able pupils was above the family average in all three areas of learning. When compared to similar schools, outcomes in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity placed the school in the upper 50%.

Girls generally perform better than boys at the expected and higher levels in language, literacy and communication skills and personal and social development, wellbeing and cultural diversity.

In key stage 2, attainment in English, mathematics and science at the expected level has been above the family average for the last four years. In comparison to similar schools, performance in English, mathematics and science has placed the school consistently in the upper 50%.

Trends in performance for more able pupils, at the higher level, indicate that performance places the school in the upper 50% of similar schools and above the family average in mathematics and science. However, performance in English has varied over the last four years, but has generally been at or above the family and all-Wales averages. Performance declined in 2012 and fell below family and national averages this resulted in the school being in the lower 50% of similar schools.

In English, girls do better than boys at the expected and higher levels. This performance is similar to the family and national performance. Boys perform better than girls at the expected levels in mathematics. However, girls perform better at the higher level in mathematics, and at the expected and higher levels in science.

In the Foundation Phase, pupils entitled to free school meals perform less well than their peers but the difference in their performance is less than the family and national difference. In key stage 2, over the last four years, the gap has narrowed significantly and there is now very little difference in the performance of these two groups of pupils.

## Appendix 2

### Stakeholder satisfaction report

#### Pupil questionnaires

One hundred and four pupils completed the pupil questionnaire.

All pupils state they feel safe at school.

Most pupils agree that:

- the school deals well with bullying;
- they know whom to talk to if worried or upset;
- the school teaches them how to keep healthy;
- there are lots of chances at school to get regular exercise;
- they are doing well at school;
- teachers and other adults in school help pupils to learn and make progress;
- they know what to do and whom to ask if they find their work hard;
- homework helps them to understand and improve their work in school; and
- they have enough books, equipment and computers to do their work.

Many pupils agree that:

- other children behave well and can get their work done; and
- nearly all children behave well at playtime and lunchtime.

The above responses are all in line with the responses of pupils in primary schools across Wales.

#### Parent/carer questionnaire

The inspection team has considered all parent feedback when reaching judgements. However, the sample of parent questionnaires was invalidated due to a number of multiple entries submitted from the same computers within a short timeframe and therefore is not summarised here.

## Appendix 3

### The inspection team

Debbie Woodward	Reporting Inspector
Barry Norris	Team Inspector
Eleri Hurley	Team Inspector
Gareth Roberts	Team Inspector
Edward Tipper	Lay Inspector
Jonathan Davies	Peer Inspector
Michael Flynn	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.



The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.