



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 Patrick's R.C. Primary School
Lucknow Street
Grangetown
Cardiff
CF11 6NA**

Date of inspection: March 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:

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 10/05/2013

Context

St Patrick's RC Primary school is in Grangetown in Cardiff. It has 288 pupils aged from four to 11 years of age. The pupils are taught in 11 classes, five of which include pupils from more than one school year. The average class size is around 26.

The school describes its intake as being from mixed social backgrounds. The proportion of pupils from Catholic families is presently around 50%. There are no pupils who speak Welsh at home and 84 pupils are currently on the school's register of pupils for whom English is an additional language. The current proportion of pupils entitled to free school meals is about 25%, which is above the Cardiff and all-Wales averages. The school has identified about 21% of pupils as having additional learning needs (ALN) including a very few with a statement. The proportion of pupils with ALN is about the average for primary schools in Wales.

The school was last inspected in January 2007.

The individual school budget per pupil for St Patrick's Roman Catholic Primary School in 2012-2013 means that the budget is £3,339 per pupil. The maximum per pupil in the primary schools in Cardiff is £12,307 and the minimum is £2,873. St Patrick's Roman Catholic Primary School is 65th out of the 99 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- nearly all pupils, including those with additional learning needs, make good progress and achieve or exceed their targets;
- pupils relate well to each other, are polite and courteous and show a caring attitude;
- there is a broad and balanced curriculum which is well planned and stimulates pupils' interest effectively;
- teaching is good throughout the school; and
- the school has good arrangements for the promotion of pupils' health and wellbeing.

Prospects for improvement

The school's prospects for improvement are good because:

- the senior leadership team works well to develop a clear sense of direction and a culture that strives for improvement;
- there is a strong commitment throughout the school to promoting improvement;
- areas for improvement are clearly identified and prioritised appropriately;
- improvement plans are monitored effectively and outcomes are evaluated well; and
- pupils benefit from a good range of effective partnerships with parents and carers, other schools and local community groups.

Recommendations

R1 Improve pupils' attendance

R2 Ensure that the planning for literacy and numeracy is integrated more effectively into the school's other planning arrangements

R3 Develop the governing body's role in the processes of self-evaluation and improvement planning

What happens next?

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

Main findings

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

Standards: Good

Throughout the school, nearly all pupils express themselves clearly and confidently in a range of situations. Pupils listen and respond particularly well to each other when working in pairs. By the end of the Foundation Phase, many pupils use appropriate vocabulary when discussing their ideas. In key stage 2 most of the school's older pupils converse confidently using words and phrases relevant to the work being undertaken. The language skills of many of the more able pupils have developed well. Nearly all use appropriate language to reason, discuss, express opinions and justify reasons for opinions.

By the end of Year 6, pupils read accurately across a wide range of learning experiences. They express preferences for books they enjoy and explain the reasons for their preference well. The more able read fluently, with very good expression and intonation and nearly all pupils discuss the characters and the plot of the books they read competently. Standards of reading in both the Foundation Phase and in key stage 2 are good.

Standards of writing are good. Pupils write for a wide range of audiences and purposes well, using appropriate form and vocabulary. At the end of the Foundation Phase nearly all pupils write in line with their age and ability. They write for a range of purposes across all the areas of learning. The more able pupils write extended pieces using appropriate vocabulary and reasonably accurate punctuation. By the end of key stage 2, nearly all pupils' writing skills progress appropriately. They use appropriate form and language in a variety of subjects. Both spelling and punctuation are generally accurate. The writing of the more able pupils is varied and interesting, conveying meaning for different audiences effectively.

Pupils' ICT skills are very well developed and they apply these skills well in a range of different subjects and areas of learning.

Standards in Welsh as a second language are good in both the Foundation Phase and in key stage 2. All pupils have a positive attitude towards using the Welsh language. Nearly all pupils' skills develop well as they move through the school. Most communicate, read and write well in line with their age and ability. Nearly all pupils respond very well to instructions in Welsh, both in the classrooms and around the school.

The proportion of pupils achieving the expected level (level 5 or higher) for the Foundation Phase Outcome indicator (FPOI) in 2012 was lower than the average for the family of schools and for primary schools as a whole. When compared to other, similar schools on the basis of the percentage of pupils entitled to free school meals, the school is in the lowest 25% of these schools. However, the proportion of pupils achieving a higher than expected level (6 or higher) is above the average for the family in all the areas of learning and, when compared with similar schools on the basis of the proportion of pupils entitled to free school meals, it places the school in the higher 50% of these schools.

In 2012, the proportion of pupils achieving the expected level for English, mathematics and science at the end of key stage 2 improved when compared to the previous year. However, the school's performance is generally below the average for the family of schools and lower than the average for Wales. In mathematics, the performance is above the average for the family and for Wales.

When compared to other similar schools on the basis of the numbers of pupils entitled to free school meals, the school has generally been in the lower 50% of schools in recent years. However, performance in mathematics has placed it in the upper 50% of similar schools in two of the last four years.

Across the school nearly all pupils, including those with additional learning needs, make good progress and achieve or exceed their targets. In recent years, there have been some significant differences in the relative performance of boys and girls. However, in pupils' current work there is no discernible difference in performance. This was also true for those pupils for whom English is an additional language. These pupils make very good progress in the school.

Wellbeing: Adequate

Nearly all pupils are very confident in their understanding of the importance of developing a healthy lifestyle and how to achieve it, through eating appropriately and regular exercise.

Nearly all pupils arrive punctually in the mornings and feel safe in school. However, attendance, at 91.5% over the last academic year, was lower than four years ago. When compared to similar schools on the basis of the proportion of pupils entitled to free school meals it is in the lowest 25% of such schools and was in the lowest 50% for the previous three years. The behaviour of nearly all pupils is good throughout the day. Pupils' views are actively sought in order to improve the way they learn.

The school council plays a valuable part in the life of the school with pupils representing all key stage 2 classes. The school council reflects the cultural mix of the school well. Pupils made worthwhile contributions to an initiative to raise standards amongst boys.

Opportunities for independent learning are not fully developed within the school.

Pupils relate well to each other, are polite and courteous and show a caring attitude.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school provides a broad and balanced curriculum which complies with statutory requirements. The thematic approach to curriculum delivery is well planned and selected topics stimulate pupils' interest effectively. Short-term planning is very detailed and supports learning for all pupils well. The recently-introduced planning for key skills is systematic, but does not link well to other planning systems in the school.

There is a wide range of extra-curricular activities available to pupils. These include a range of visits and contributions by visitors that stimulate and enhance learning. They are well attended by both boys and girls from the Foundation Phase and key stage 2.

Provision for Welsh enables pupils to make good progress within designated lessons and throughout the day. Most teachers use incidental Welsh well to greet pupils and to give instructions and praise. A wide range of learning experiences and events effectively promote the pupils' understanding of Welsh culture and heritage.

The school develops pupils' understanding of sustainable development and global citizenship well in subjects and areas of learning. Pupils are involved in recycling and energy reduction activities and there is an enthusiastic eco committee which leads on a number of relevant activities to promote sustainability. The fairtrade fortnight and the Schools Linking Network, which involves working with three schools in Somerset, have been particularly effective in raising pupils' awareness of the wider world.

Teaching: Good

Teaching is good throughout the school. Thorough planning and consistent sharing of learning objectives ensure pupils have a clear understanding of their learning activities. Learning experiences are stimulating and pupils are actively engaged in lessons. Staff generally have high expectations of pupils and set tasks that develop pupils' skills well. Teachers use a variety of teaching methods well to motivate the pupils. The school uses learning support staff effectively to meet the needs of learners. Teachers and support staff have comprehensive subject knowledge. Staff have positive working relationships with pupils and create a supportive and stimulating working environment.

Teachers mark pupils' work effectively and provide positive feedback as well as guidance on how to improve performance. Staff ensure that pupils respond constructively to teachers' comments and use assessment for learning strategies consistently throughout the school. Teachers also use peer and self-assessment strategies well to gauge pupils' understanding. Pupils' progress is monitored effectively by tracking a comprehensive range of performance data. This has helped to drive up standards and to ensure that pupils are achieving as well as they can.

Reports to parents are clear and consistent, providing useful information on progress, attainment and attitude to school life.

Care, support and guidance: Good

The school has good arrangements for the promotion of pupils' health and wellbeing. It has a wide range of effective initiatives to ensure that pupils develop healthy lifestyles and physical and emotional wellbeing. There is generally a strong emphasis on making the school and grounds a safe environment. However, the supervision of the car parking area and the main pedestrian exit is not sufficiently robust. Recent changes to the monitoring and promotion of good behaviour are showing positive results. However, initiatives to improve attendance have yet to have an impact.

The school works collaboratively with a range of specialist services to the benefit of the pupils within the school, in particular those for whom English is an additional language. This work has had a positive impact on the standards achieved by these pupils.

The provision to meet pupils' additional learning needs is a strength of the school. Support staff contribute very effectively to this work. Effective use of assessment when pupils start school enables the school to meet pupils' learning needs quickly and to target the appropriate type of support. Staff, parents and pupils use individual education plans effectively to identify specific targets for improvement. The plans provide clear strategies on how to achieve these targets. The school has effective arrangements to monitor intervention programmes and assess their impact. This provides useful feedback to the link governor on the effectiveness of the initiatives. The school makes valuable use of support programmes to develop pupils' personal and social skills.

The school has introduced changes to its behaviour management strategies to support the needs of pupils with challenging behaviour more effectively. Several of the recently introduced initiatives, including the work on 'Dealing with Feelings', have had a positive impact on the behaviour of individual pupils.

Learning environment: Good

There is a strong emphasis on promoting equality of access and recognising and respecting diversity in all aspects of the school's work. The school is an inclusive community. The curriculum is fully accessible, regardless of gender, race or religion. Teachers help reinforce these principles effectively by encouraging pupils to consider and appreciate the views of others and by raising pupils' self-esteem.

The school is well maintained with classrooms of a sufficient number and size to meet the needs of the pupils. The information and communication technology suite and library support the learning of pupils well. Wall and classroom displays are an attractive feature of the school. The playgrounds are in a good condition. However, there is a shortage of play structures, and the outdoor area for teaching and learning in the Foundation Phase is small and uncovered. Overall, there are enough learning resources to meet pupils' needs.

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

Leadership: Good

The headteacher and deputy headteacher work well to develop a clear sense of direction and a culture that strives for improvement. The school has established a team of senior teachers to support the leadership team and their role is developing well. It is actively involved with aspects such as improving the mapping of key skills and the effective monitoring of the school's improvement plans. The increased leadership capacity has also strengthened the quality of first-hand evidence available to leaders. Regular meetings of both teaching and support staff focus appropriately on the school's priorities for development. This helps staff to develop a shared understanding of their roles and responsibilities in relation to the school's strategies and plans.

Performance management arrangements are well established and carried out efficiently. The process identifies suitable targets for individual development needs that match whole-school priorities.

Governors play an important role in the school and are actively involved in the school's pastoral activities. The governing body has a good understanding of how the school performs, but its contribution to self-evaluation and improvement planning is too limited. As a result, the governing body is not always able to challenge the staff to look for further improvements where necessary. A suitable range of sub-committees deal effectively with the detail of the governing body's responsibilities for matters such as finance, health and safety and personnel issues.

The school has met a range of national priorities well. It has established the principles of the Foundation Phase securely and has adopted assessment for learning effectively across the school.

Improving quality: Good

There is a strong commitment throughout the school to promoting improvement. Performance data is analysed well and used effectively to evaluate standards. The developing role of subject leaders includes a suitable range of monitoring activities. These are increasingly providing effective first-hand evidence, which the school uses well to support the school's self-evaluation process. The school also takes careful note of the views of parents and pupils.

The school identifies areas for improvement clearly and prioritises them appropriately. There is a clear link between these priorities and the school's improvement plans. These plans include a manageable range of relevant targets and they identify members of staff with responsibility for their delivery. They also include clear success criteria, identify appropriate resources and include realistic timescales for completion. The school monitors Improvement plans effectively and evaluates outcomes well.

Generally, there are effective arrangements to share expertise. Leaders provide useful opportunities for staff members to observe good practice in other schools. The school benefits from co-operating with the other schools in the local catholic cluster to develop its planning for aspects such as education for sustainable development and global citizenship. This work has improved provision for pupils.

Partnership working: Good

The school has established a good range of effective partnerships with parents and carers, other schools and local community groups. Pupils benefit from a wide range of experiences provided in partnership with the parish church. The links with parents are strong and the 'Friends of St Patrick's' group supports the school well through a range of social and fund-raising activities. Parents are well informed about the life and work of the school by means of weekly newsletters and the school website. The school benefits from the work of many volunteers from the local community.

Transition arrangements with local pre-school settings, and the secondary school to which almost all pupils transfer, are effective and ensure continuity in pupils' learning and wellbeing. These include effective joint working to ease the transition of vulnerable pupils into the secondary sector.

The partnership with the local authority's education services is good and the pupils are increasingly benefiting from the recent development of the 'Team around the school'. Pupils also benefit from the school's participation in a range of community activities. These include the local carnival, varied sporting activities and a choir which is organised jointly with other, local schools.

Resource management: Good

There are sufficient suitably-qualified staff who are deployed appropriately to teach the curriculum effectively. The school uses the individual talents and expertise of staff well. Teaching assistants work very effectively alongside teachers in the classroom and in the delivery of an appropriate range of intervention activities. There are effective arrangements to support the professional development of all staff. Teachers make valuable use of the time available for planning, preparation and assessment.

The school manages its financial resources effectively. Spending is clearly linked to development priorities. The school uses its funding well to improve provision and to ensure that pupils make good progress.

The school provides good value for money.

Appendix 1

Commentary on performance data

As 2012 was the first year for assessments of the Foundation Phase outcomes, there is no data available to compare trends over time.

In 2012, the proportion of pupils achieving the expected level (5+) for the Foundation Phase outcome indicator was lower than the average for the family of schools and for Wales. This is also true for language, literacy and communication skills and for mathematical development. However, for personal and social development, wellbeing and cultural diversity, the proportion achieving the expected level was higher than the average for the family and for Wales.

When compared to other, similar schools on the basis of the percentage of pupils entitled to free school meals, the school is in the lowest 25% of these schools for the Foundation Phase indicator and mathematical development, and in the lower 50% for language, literacy and communication. For personal and social development, the school is in the upper 50%.

The proportion of pupils achieving a higher than expected outcome (outcome 6 or above) is above the average for the family in most respects. When compared with similar schools on the basis of pupils entitled to free school meals, it is in the higher 50% of schools for literacy and mathematical development and in the highest 25% for personal and social development.

In 2012, the proportion of pupils achieving the expected level in the end of Year 6 teacher assessments for the core subject indicator (CSI) was slightly below the average for the family of schools and lower than the average for Wales. This pattern was also true for English and science, but the differences, especially for science, were more significant than for the CSI. However, in mathematics the proportion achieving the expected level was slightly higher than both the average for the family and for Wales. When the proportion achieving the expected level for the CSI is compared with proportions in other, similar schools on the basis of free school meals, the school is in the lower 50% of such schools. This is also the case for English and science. For performance in mathematics, the school is in the upper 50% of similar schools.

In 2012, the performance improved in the CSI and all core subjects when compared with the previous year. However, performance had been variable over the previous three years. Since 2009, the school has generally been in the lower 50% of schools for the CSI and the three core subjects when compared with similar schools on the basis of entitlement to free school meals. The exceptions have been in mathematics in 2010 (highest 25%) and in 2012 (upper 50%).

The proportion of pupils achieving a higher than expected level in mathematics at the end of key stage 2 is higher than the average for the family, but lower than the average for Wales. In English and science, it is lower than both these averages. Over time, the proportion achieving higher levels in the end of key stage 2 teacher

assessments has fluctuated, but has generally been lower than the average for the family of schools for English and science. For mathematics, the proportion has been consistently higher than these averages.

For mathematics, the proportion of pupils achieving a higher than expected level at the end of key stage 2 has placed the school in the higher 50% of similar schools (on basis of free school meals) for three of the last four years. However, for English and science, the school has generally been in the lower 50% of similar schools.

In 2012, the performance for Welsh as a second language improved when compared with the previous year and was slightly above the average for the family of schools and above the average for Wales. For the previous two years performance was significantly above both the average for the family and for Wales.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

There were 108 responses from pupils to the questionnaire.

Nearly all pupils indicated that they felt safe in the school and that the school taught them how to keep healthy. Nearly all also felt that they thought they did well at school and that the teachers and other adults helped them to learn and make progress. Most knew whom to talk to if they were worried or upset or if they found their work difficult. Most also said that there were lots of chances at school for them to get regular exercise. A few of the pupils said that the school did not always deal well with bullying and a minority noted concerns regarding the behaviour of other pupils. For these aspects the proportion noting their concerns is higher than the average for Welsh primary schools.

Responses to parent questionnaires

Thirty-two responses to the questionnaire were received from parents/carers. In general, the responses were overwhelmingly positive. A very few noted that they were not kept well informed about their child's progress and that they were not comfortable about approaching the school with questions, suggestions or a problem. A very few also noted that their child was not encouraged to be healthy and to take regular exercise. However, the parents' response to all the other questions was unanimously positive and the proportion expressing satisfaction was higher than the average for Welsh primary schools.

Appendix 3

The inspection team

Iwan Roberts	Reporting Inspector
Rhian Jones	Team Inspector
Edward Tipper	Lay Inspector
Clive Condon	Peer Inspector
Paul Catris	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.