



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
CF3 1SX**

Date of inspection: February 2019

by

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

About St John Lloyd R.C. Primary School

St John Lloyd Roman Catholic School is in the Trowbridge area of Cardiff. There are 336 pupils on roll aged from 3 to 11, including 48 nursery pupils who attend on a part-time basis. There are 12 mixed-age classes.

The three-year rolling average of pupils eligible for free school meals is 30%, which is above the national average of 18%. The school identifies around 32% of pupils as having additional learning needs, which is well above the national average of 21%. Many pupils are from a white British background. About 10% of the pupils come from Gypsy Traveller families. Around 28% of pupils speak English as an additional language. Very few pupils speak Welsh at home.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately.

The headteacher took up the post in September 2015. The school's last inspection was in November, 2011.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The headteacher's effective leadership sets a clear direction for the school. All members of staff work well together and this ensures that all aspects of the school's work have a positive impact on pupils' progress and wellbeing. Governors have a thorough understanding of the school's performance, which enables them to challenge the school successfully.

Teachers develop very strong working relationships with pupils and provide them with interesting activities that engage them well. As they move through the school, most pupils make good progress, including those with additional learning needs and those who are more able.

The school is a happy, safe and very inclusive community, which nurtures and celebrates pupils' achievements. Nearly all pupils are very friendly and courteous towards each other and adults. They concentrate well in lessons and are keen to learn. Pupils enjoy coming to school and feel that the school values them. The provision to support the most vulnerable pupils has a beneficial impact on their development.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Enhance the opportunities for pupils to use their Welsh language skills outside of designated Welsh lessons
- R2 Ensure that the self-evaluation process always focuses sharply on the standards that pupils achieve and identifies specific areas for improvement

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

Many pupils enter the school with skills that are below those expected for their age. As they move through the school, most make good progress, including those with additional learning needs, pupils who have English as an additional language and more able pupils. Gypsy Traveller pupils who attend well make good progress in their learning.

In the foundation phase, most pupils listen attentively to adults and respond well to questions. Most develop their speaking skills successfully and retell stories enthusiastically. Most pupils develop their reading skills effectively and read with understanding. They use their knowledge of letters and sounds successfully to tackle unfamiliar words. In Year 2, more able pupils read fluently, discuss characters and predict what might happen next in the stories. Most pupils write successfully for a variety of purposes. For example, in Year 2, they write good quality stories on Gelert and the penguin who came to tea. Most pupils produce effective recounts of their visit to St Fagans.

Most pupils in key stage 2 have good listening skills and speak confidently and clearly in classes. For example, older pupils listen well when working with partners to create a persuasive letter. Most pupils in key stage 2 display an effective understanding of what they read. For example, in Years 5 and 6, pupils read poems with good expression and identify features such as personification, alliteration and metaphors successfully. Most pupils in Year 6 demonstrate enthusiasm when discussing such books as Macbeth and Hard Times. Across key stage 2, most pupils use a variety of styles to write for different purposes effectively. They write extensively with interesting vocabulary. For example, older pupils write effective poems in the style of Benjamin Zephaniah and stimulating character descriptions based on Shakespeare's plays. They organise their written work well in sensible paragraphs. Across the school, most pupils make good use of dictionaries and internet searches to improve their vocabulary.

Throughout the school, most pupils have positive attitudes to Welsh. By Year 2, many use simple phrases and basic vocabulary. By Year 6, most pupils respond well to simple questions and they participate enthusiastically in designated Welsh lessons. However, many pupils lack the confidence to speak Welsh outside of designated Welsh lessons.

Across the school, most pupils develop their mathematical skills well and have a good understanding of place value. Many pupils in Year 2 know numbers to at least 100 and compare and order two-digit numbers effectively. Many pupils in the foundation phase know how to manage money successfully, for example, pupils in Year 2 explain which coins add up to a specific sum. Many apply their mathematical skills to solve real-life problems well. For example, they read analogue time correctly and the more able pupils can convert analogue to digital time.

Most pupils in key stage 2 make good progress in developing their mathematical, numeracy and problem-solving skills. For example, many pupils in Year 4 use their

problem-solving skills successfully to find the correct amount of change when solving specific money problems. Many in Year 4 have a strong understanding of negative numbers and order whole numbers between -10 and 10. By the end of key stage 2, most pupils apply suitable calculation strategies using the four rules of number to solve problems. By Year 6, nearly all pupils are able to solve multi-step problems effectively and use co-ordinates successfully to translate shapes into the four quadrants. Many pupils apply their numeracy skills well across the curriculum, for example, pupils in Year 4 plan for a Christmas concert, successfully use a spreadsheet to calculate costs and display a strong understanding of profit and loss.

Across the school, most pupils develop their information and communication technology (ICT) skills well to support their learning in different areas. In the foundation phase pupils access ICT programmes skilfully to support the development of their reading skills. Many foundation phase pupils can write text and add images to create documents, such as a wanted poster for a fairy-tale character. In key stage 2, most pupils use word-processing and desktop publishing programmes successfully. By the end of key stage 2, many pupils write a simple code for a computer program, for example, when creating an interactive encyclopaedia about World War 2. In Year 6, nearly all pupils use data bases and spreadsheets well to support their learning across the curriculum.

Wellbeing and attitudes to learning: Good

Nearly all pupils enjoy coming to school and display positive attitudes to their learning. They are confident and resilient learners and show high levels of motivation and interest in their work. They are proud of their school and keen to share their accomplishments with visitors.

Nearly all pupils feel safe in school and have a good understanding of how to keep themselves safe. They know whom to turn to if they are worried or upset and are confident that any problems will be dealt with swiftly and fairly by staff. They know the school rules and are able to explain why these are important in ensuring the safety and wellbeing of all pupils. Most pupils have a clear understanding of how to stay safe when using the internet.

Nearly all pupils behave calmly and responsibly in class and while moving around the school. They settle quickly in lessons and move between tasks sensibly. Most pupils work effectively in pairs, within small groups and individually. In many classes, they show perseverance when undertaking difficult pieces of work. The respect and courtesy they show to each other, adults and visitors is a strong feature of the school. Many pupils care for each other sensitively and work and play together successfully. They support the school's family ethos, for example by displaying empathy for others.

Across the school, many pupils contribute effectively to decisions about what they would like to study in their class topics. Many older pupils take on additional responsibilities and talk positively about their roles, for example, the peer mentors talk with pride about how they support pupils in the playground. Most pupils take pride in their school and talk positively about the impact of their suggestions, such as the introduction of a weekly mile, which has attracted a growing number of pupils.

Most pupils understand the importance of eating a well-balanced diet and taking regular exercise. Most show positive attitudes to exercise and attend the wide range of extra-curricular clubs available, such as the 'hedgehog' club, which raises their awareness of healthy lifestyles effectively. In addition, many pupils attend several sports clubs, such as football and netball to improve their fitness.

Most pupils are aware of the importance of attending school regularly and punctually. As a result, pupil attendance has improved gradually over the last three years and there has been a significant improvement in the attendance of pupils who are eligible for free school meals over the last year.

Teaching and learning experiences: Good

The school provides a broad and balanced curriculum that engages nearly all pupils well. Teachers provide a wide variety of stimulating learning experiences that include, for instance, visits to Cardiff castle and the Roman museum at Caerleon. These help to enhance pupils' knowledge of the history of their local area, while residential visits to the Gower enable pupils to compare different habitats and to improve their understanding of a different environment. Teachers plan interesting themes that promote pupils' learning and contribute to their knowledge and understanding successfully. They consider pupils' views carefully when planning topics and adapt their lessons to follow pupils' interests. For example, pupils research and contribute to various themes, such as technology tomorrow and flight engineers.

Staff have a good understanding of the principles of the foundation phase and they provide regular opportunities to promote pupils' language, mathematical and ICT skills. They use the outdoor area appropriately to develop pupils as independent learners. In key stage 2, the school provides many opportunities for pupils to develop their skills in a variety of interesting contexts. For example, they develop their literacy and research skills well when they explore the living and working conditions of children during the Victorian period. The school is developing its provision to deliver the digital competency framework effectively. As a result, pupils apply their ICT skills successfully in many learning areas.

Across the school, teachers and support staff build very positive working relationships with pupils and create a supportive environment where nearly all pupils are eager to learn. Most teachers explain work effectively and question pupils to assess their understanding and to encourage them to think further. Teachers and support staff work together closely and provide purposeful interventions when necessary. They model very positive attitudes and values, which nurture respect and courtesy. Classroom management is good and teachers manage pupils' behaviour successfully.

Teachers plan lessons carefully and ensure that activities meet most pupils' needs well. Consequently, most pupils make good progress in their learning. Teachers share learning objectives and success criteria carefully with pupils. This ensures that pupils understand the success criteria and are able to assess their own work and that of others against expected outcomes. During lessons, most teachers provide useful feedback to help pupils know how well they are doing and what they need to do to improve.

The school ensures that pupils have many purposeful opportunities to learn about their locality and the culture and heritage of Wales. For example, the school celebrates St David's and St Dwynwen's Days and arranges a Welsh Heritage week. There is good provision to develop pupils' Welsh language skills in lessons. However, there are too few opportunities for pupils to use and improve their Welsh skills outside of designated Welsh lessons.

Care, support and guidance: Good

The school is a warm, welcoming and nurturing community with a strong level of care and co-operation between staff and pupils. The school promotes successfully an inclusive environment where every child matters and everyone shows each other mutual respect. Teachers and support staff know the pupils well and develop their levels of wellbeing positively.

There are effective arrangements to ensure that pupils have a good understanding of how to stay safe on line. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

There are effective procedures for tracking pupils' performance and achievement. Teachers use a wide range of data successfully to assess and track pupils' progress and to identify their particular needs. As a result, staff provide effective additional support for individual pupils and groups of learners. For example, more able pupils who require additional challenge in mathematics receive purposeful support to ensure that their needs are fully met. Teachers target those with additional needs at an early stage and devise carefully structured education plans for them. These plans are clear and contain measurable outcomes that parents, pupils and teachers review together regularly. The school provides a wide range of effective intervention programmes to support pupils, for example, the early intervention literacy programmes have a positive impact on pupils' language skills.

The school has appropriate arrangements for promoting healthy eating and drinking. Staff provide many opportunities for pupils to learn about healthy lifestyles. For example, a healthy snack shop sells fruit at breaktimes and the staff actively encourages pupils to bring healthy lunchboxes. There are several after-school clubs to enable pupils to keep fit and the headteacher leads a weekly mile run on the playing fields.

The school promotes pupils' spiritual, moral, social and cultural development well. Assemblies provide valuable opportunities for pupils to reflect on the decisions they make and their relationships with others. Staff work successfully to develop opportunities that promote positive attitudes to difference and diversity. Visitors from the local community share their experiences with pupils and encourage them to reflect on such topics as the impact of war. As a result, most pupils have a sound understanding of equality and their responsibilities as young citizens.

Partnerships with parents are effective and the school has worked well to set up a range of parent engagement and information sessions. This gives families and carers opportunities to understand how they can support their children. The school also has effective links with professional support agencies. These provide valuable strategies to support pupils' emotional and social needs effectively and this contributes well to the school's caring and familial ethos.

A notable feature of the school's efforts to improve pupils' attendance has been the provision of a bus to gather Gypsy Traveller pupils. The headteacher often travels on this bus to collect these pupils in the mornings.

Leadership and management: Good

The headteacher provides effective and supportive leadership for the school. She has established a clear vision that focuses strongly on promoting the wellbeing of pupils and staff. She is ably supported by the deputy head teacher, teachers and support staff. There is a strong team ethos in the school and teachers work together effectively to deliver strategic priorities for improvement.

The governing body is very supportive of the school and governors understand their roles and responsibilities well. Governors have a good understanding of how well the school is progressing and the key areas that require improvement. They hold the school to account successfully, for example when discussing the impact of the school's strategies to improve pupils' progress and behaviour.

The self-evaluation process draws on information from a wide range of first-hand evidence, for example, pupils' performance data, class observations, book scrutiny and listening to the views of pupils and parents. An effective example of this is the way in which the school has changed aspects of the curriculum to improve boys' wellbeing. However, the self-evaluation process does not always focus sharply enough on the impact of teaching on pupils' progress and this occasionally makes it difficult for leaders to identify specific areas for improvement.

The school works well with parents and the wider community. It regularly asks parents for their views and provides an interesting range of activities to involve parents in the life of the school. For example, there are parent engagement sessions when parents attend celebratory events and workshop activities to support their children's learning.

All staff are aware of their roles and responsibilities and have clear, up-to-date job descriptions. Regular senior leadership, departmental and support staff meetings discuss pupils' standards and wellbeing and focus well on priorities for improvement. The performance management system for staff is robust and all members of staff have access to relevant professional development opportunities. These have a positive impact on developing staff expertise and pupil outcomes. For example, the school has worked well with local schools on improving behaviour and attendance. In addition, there are purposeful opportunities for teachers to plan, observe, refine and improve lessons as part of shared monitoring. This activity has a positive impact on the quality of teaching in the school.

Leaders and governors monitor the budget effectively and ensure that the school secures value for money. They make prudent decisions and allocate resources appropriately to support the school's priorities and strategies. The school has a detailed spending plan for the pupil development grant, which it uses purposefully to raise specific pupils' standards of literacy, numeracy and wellbeing. As a result, nearly all vulnerable pupils make good progress.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses 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:

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