

DIOCESE OF MENEVIA



Inspection Report on the Religious Dimension of the School

Head teacher: Miss Elizabeth Richards

Reporting Inspector: Mrs Caroline May

Accompanying Inspector: Mrs Sue Roberts & Mrs Aisling Brady Saunders

Inspection dates: November 13th- 14th 2018

Chair of Governors: Mrs Veronica Meredith

Type of School: Primary

Age range of pupils: 3-11

Number on roll: 166 pupils

Date of previous inspection: June 2011

School Address: West Cross Avenue, West Cross, Swansea

Tel : 01792 512212

Email address: st.davids.primaryschool@swansea-edunet.gov.uk

Parishes served: Our Lady Star of the Sea, Mumbles

St. Benedict's Church, Sketty

St. David's Church, Swansea

St. Joachim & St. Anne, Dunvant

Local Authority: Swansea

***Canonical inspection under Canon 806 on behalf of the Diocese of Menevia
and inspection of denominational education under Section 50 of the
Education Act 2005.***

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on prospects for improvement.

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector leading practice or practise that is both consistent and highly effective.
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The table below shows the terms that Diocesan inspectors use and a broad idea of their meaning. It is for guidance only.

Proportion	Description
With very few exceptions	Nearly all
90% or more	Most
70% or more	Many
60% or more	A majority
Close to 50%	Half/around half
Below 40%	A minority
Below 20%	Few
Less than 10%	Very few

Copies of this report are available from the school and from the Diocesan website: www.menevia.org

Context

St. David's Catholic Primary School was built in the 1950s and is situated in the suburb of West Cross about three miles west of Swansea city centre near the seaside resort of Mumbles. The school adjoins a separate community primary school and a Welsh-medium primary school. Pupils are drawn from a wide geographical area, including the city of Swansea and the Gower Peninsula. The number of pupils on roll has decreased in the last five years.

St David's is now in a more stable position with staffing. A new Headteacher was appointed in December 2017, this being the third Headteacher since the last Inspection. The Deputy Headteacher returned to work in January 2018. The school has strong Key Stage Leaders who are confident and competent in leading their Key Stages. For the Academic Year 2018-19 a teacher has been accepted on the Welsh Sabbatical and the post has been covered by an NQT.

The staffing structure remains the same as 2017-18. Approximately 7% of pupils are eligible for free school meals, which is significantly below the local authority and national averages. Around 17% of the pupils have been identified as having additional learning needs (ALN). This number has increased over the years due to parents recognising the good support given to pupils with special needs and due to the inclusive nature of the school. Two pupils have a statement of Special Educational Need. Approximately 41% of pupils speak English as an additional language (EAL), 32% of the pupils are supported by EMAU. No pupils speak Welsh as a first language. The school also has a transitory population due to the proximity of the university and parents undertaking year long secondments/placements at the university.

The school provides education for pupils aged three to eleven. Due to falling roles, the school organisation was reviewed and revised for 2017-18 when mixed age classes were introduced. In 2018-2019, due to larger numbers of pupils in KS2 the classes have gone back to single age classes from Year 2 upwards. There is a mixed year group in Reception/Year 1 due to lower numbers. There are 7 classes in total.

At present there are 166 pupils on the school's roll. The numbers have declined over the last year, with many pupils leaving due to parents relocating for employment. The numbers in nursery have declined following a LA decision not to allow nursery aged pupils to travel on the school buses.

Progress on recommendations arising from the last Section 50 inspection

<p style="text-align: center;"><u>Recommendation 1</u></p> <p>Fully comply with the recommendations of the previous diocesan inspection</p>	
<ul style="list-style-type: none"> • School prayer and motto devised 2013. All stakeholders involved in the process. • Come and See introduced and implemented in 2013. • Mission statement of the school reviewed in 2016. • Policies are regularly reviewed and updated. 	
<p style="text-align: center;"><u>Recommendation 2</u></p> <p>Establish a formal system of monitoring, evaluating and reporting in Religious Education by staff and Governors which will facilitate the sharing of good practice.</p>	
<ul style="list-style-type: none"> • The school has been using the Come and See Assessments since 2016, the RE Coordinator and Class Teacher keep a copy of these assessments. The school has consistently been using NBRIA Levels to assess RE. There is a record of assessments for children in Year 2 and Year 6 for the last 3 years. • Learning Walks/Book Scrutiny evidence. • The school has begun to use Building Blocks to teach the RE skills, and Incerts to track RE in Key Stage 2. • Ongoing INSET training for all staff and RE Curriculum leader by Diocese and school to ensure development of subject area. • Tracking within the school is still being developed. Need to continue this. (Oct 18) 	
<p style="text-align: center;"><u>Recommendation 3</u></p> <p>Provide good quality resources to support teaching and learning in Religious Education particularly in the formal study of other faiths.</p>	
<ul style="list-style-type: none"> • World Faith Weeks have been implemented and embedded since 2011. • The school follows the 'Come and See' scheme to ensure there is progression when teaching World Faiths. • In 2016 the school followed the Diocesan Framework to ensure that there was consistency in the teaching of World Faiths. • ELRS resources accessed for all teachers which include Non-fiction books/ artefacts. (April 2018) • INSET Training 	

Summary

How effective is the school in providing Catholic education?	Good
<p>St. David's is a good Catholic school because:</p> <ul style="list-style-type: none"> • Pupil engagement and enjoyment in learning leads to good standards. 	

- The catholicity of the school permeates throughout.
- Pupils' behaviour is excellent and ALN pupils are well supported.
- The quality of collective worship is excellent.
- The quality of teaching is good and purposeful. Teachers demonstrate a secure knowledge.
- The quality of leadership is excellent.

What are the school's prospects for improvement?

Good

Prospects for improvement are good because:

- The Head teacher exhibits a determination and the necessary skills to continually work to raise standards for pupils.
- The Governing Body is very supportive of the school and members possess the requisite attributes to put recommendations into effect.
- Staff work together well as a team and they show the ability to be able to implement the recommendations made in this report.

Recommendations and Required Actions

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

1. To review target setting processes so that teachers assess against identified criteria.
2. To ensure that governors are fully informed about standards in Religious Education so that they are able to challenge and effectively support leaders to improve and demonstrate outcomes for pupils.
3. To introduce the 'Learning to Love' RSE programme to teach healthy relationships in accordance with the Church's teaching and the Diocesan directives.

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Progress in addressing the recommendations will be monitored by the Diocese.

Main Findings

KQ1. How good are outcomes?

Good

Overall, outcomes are good.

Evidence scrutinised during the inspection indicates that most pupils make appropriate progress as they move through the school. More able and talented

learners need to experience greater levels of challenge but, overall, progress is good. Pupils become increasingly religiously literate as they mature and there is good evidence to show that they are able to interpret Gospel stories well. This was illustrated during the inspection by pupils' responses to readings from Isaiah. Pupils are keen to do well, generally apply themselves diligently in lessons and work at a good pace. This reflects very well on the dedication and work of staff. Many pupils have good opportunities to improve the quality of their work through self and peer assessment activities. Most pupils enjoy their learning and they show good levels of interest, enthusiasm and engagement.

Overall, attainment in Religious Education is good. The school tracks pupils' progress, using a recently introduced system. However, the targeted levels recorded are relatively low. At the end of Key Stage 2, in 2019, fifteen pupils are expected to achieve Level 5 in English, however this does not translate to Religious education where 0 pupils are predicted to achieve above a Level 4. This data does not correspond with the evidence seen during the inspection. Therefore, work is needed to develop the accuracy of teacher predictions and assessment.

Overall the extent to which pupils take on responsibilities and play a part in developing the Catholic life of the school is excellent. This is because a few pupils play an active role as Faith Leaders which is shared and developed throughout the school. Faith leaders plan and prepare collective worship, daily prayers, contribute in Mass, plan elements of display and present to the whole school.

Pupils take and lead responsibility for shaping activities with a religious character. Pupils have clear ideas of how to put their faith into action. They are supportive of one another's learning and are quick to encourage and congratulate their peers. Staff and children demonstrate high levels of respect for one another. Pupils show interest in the religious life of others, for example, the clergy they know.

There is a strong sense of community and belonging throughout the school which extends to parents, the parish and beyond. This is a particular strength of the school. Pupils' behaviour is excellent; showing respect for others. Pastoral care is good with pupils feeling able to approach adults who are committed to their wellbeing.

Upper Key Stage 2 pupils previously followed the 'All that I Am,' programme. There is no provision for sex education beyond that. (Recommendation 3)

Overall, the way pupils respond to, and participate in, the school's prayer and worship is excellent.

Prayers are said throughout the day in both English and Welsh. Pupils know a wide range of traditional prayers and have opportunities to write personal prayers and to pray spontaneously.

Collective worship observed was vibrant, making connections between Faith and life.

All pupils take part in assemblies to which they contribute ideas. Assemblies observed included, prayer, singing and strong links to scripture, the liturgical year

and curriculum R.E. There was a prayerful atmosphere with music playing as children gathered and good use of digital resources. The pupils were encouraged to continue the theme of the assembly throughout the rest of the day.

Pupils participate successfully in key celebrations throughout the year including Welcome Mass, Family Masses and Leavers' Mass and important occasions such as a Remembrance service.

KQ2. How good is provision?

Good

The quality of provision is good.

Overall, the quality of teaching is good. During the inspection, seven judgements were made about teaching following lesson observations; 100% were good with elements of excellence observed in 1 lesson. In the best teaching observed: the orchestration of the lesson was very strong, prior knowledge was well built upon and high levels of pupil engagement were observed. A strength of the lessons was the use of digital technology where ICT skills enhanced the quality of pupil outcomes. Staff exhibit very positive relationships with pupils; pupils are respectful and attentive; this enhances their teaching. Teachers display good levels of subject knowledge. This is of significant benefit to pupils. Their planning of learning is appropriate. Pupils benefit from an appropriate level of resources. Other adults are deployed effectively. Their work is excellent, in supporting pupils with significant additional needs for example. A minority of pupils with the potential to attain at very high levels would benefit from teachers raising their expectation levels, developing understanding of levels in R.E. and from a more ambitious approach to target setting and assessment (Recommendation 1)

Leaders have developed a good tracking system to record pupils' attainment and it has the potential to be effective. Currently, this is not the case due to the low levels being predicted at the end of Key Stages, however this will improve with termly moderation and tracking.

Outcomes are generally good and progression is evident from Nursery to Year 6. The school should set more ambitious targets for pupils. Marking is completed in a timely manner. In relation to reflecting on learning, the pupils have opportunities for self and peer assessment. Pupils are assessed regularly in accordance with the Come and See programme.

The extent to which Religious Education and the wider life of the school meets pupils' needs is good.

The Bishops' Conference and diocesan requirements are met.

The school follows the, 'Come and See' programme as directed by the Diocese. Therefore, programmes of study are relevant to the pupils' learning needs. These are enriched through creative and well-planned lessons which are diverse and cross curricular in nature.

The school promotes equality and recognises diversity. The school provides an effective system of pastoral support for the well-being of pupils. The overall sense of nurture is impressive and it permeates throughout the school.

The R.E curriculum and school provide good opportunities for spiritual, moral, social and cultural development, for example, multi-cultural days, however the Welsh dimension could be more evident within lessons.

The quality of prayer and worship provided by the school is excellent.

The legal requirement for the school to provide a daily act of collective worship is fulfilled. Prayer and collective worship are central to the life of the whole school. All pupils are included. There are many religious artefacts and areas evident which help pupils and staff to engage with prayer and worship. Displays include statues, Catholic pupil profile characteristics, key words, prayers, signs and symbols of our Faith and children's work. The liturgical life of the Church is evident. The school effectively engages parents, governors and the local parish in its provision.

KQ3. How good are leadership and management?
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Good

Overall, the quality of leadership and management is good.

The Governing Body working alongside the Senior Leadership Team has the expertise to meet the school's needs and is influential in determining the Catholic life of the school.

Governors fulfil their statutory and canonical duties effectively, in particular the Parish Priest, who is also the RE link Governor. He is an excellent support to the school, very visible and known to the pupils. He enhances the delivery of Religious Education throughout the school and provides many opportunities for receiving the Sacraments, involving pupils in the Church Masses and celebrations.

Governors have strong historical links to the school and display a strong sense of pride in the school and a willingness to work hard for its benefit.

Governors could be more aware of targets and standards in Religious Education so that they are able to challenge and effectively support leaders to improve outcomes for pupils.

Overall, Leadership and management is excellent.

The head teacher shows high levels of commitment to her role and to the mission of the Church within education and has made significant improvements since being appointed.

The manner in which leaders promote the Catholic life of the school is excellent and appropriate opportunities are provided for pupils to develop spiritually, morally and socially. Pupils respond to these opportunities with enthusiasm.

The way in which leaders and managers promote, monitor, evaluate and review the provision for Religious Education and plan for improvement to outcomes for pupils is good. Leaders ensure the statutory 10% of curriculum time is allocated in classes.

This is because the RE self-evaluation is a coherent reflection of the school. Findings are reported termly to the Full Governing Body.

The school's work to monitor, evaluate and review its provision for Religious Education is good. Lesson observations, work scrutiny and learning walks take place.

Partnerships which, the leaders and managers develop with other providers, organisations and services in order to promote learning and pupil well-being are good.

The school works with the diocesan education service and local authority representatives effectively.

The school, home and parish links are excellent.

The school works in partnership with other organisations, for example, The Mini Vinnies, CAFOD and other cluster schools including the Catholic Comprehensive school, Bishop Vaughan.

The effectiveness of leaders and managers to promote community cohesion is good.

Inclusivity is strong with a common sense of belonging. Pupils from different backgrounds are given opportunities to work together and develop relationships. Leaders respect and value difference and diversity and provide equal opportunity for all. This is evident in the high percentage of EAL pupils (41%) who achieve the expected level and above. There is good provision to enable pupils to develop an understanding of the role they and others play in society and the world. Parents and carers views are taken into account. The parents spoken with during the inspection were very supportive and appreciative of the school and its work and the way in which the school is helping their children to grow and develop.

Appendix 1

Parental/Carers' Questionnaires.

85 parental questionnaires were received. They were all positive.

“ Often comes home talking about Jesus and Mary and love for their family. She is learning strong lessons which we are also teaching her at home and you can see she really understands the meaning. We are very impressed and happy with these strong life skills being taught.”

“ As Catholic parents we feel that he flourishes in St. David's and learns a vital Catholic religious education as part of his primary education. We are extremely happy with his progression and development since he started.”

Around half of parents who were able to comment (Pupils in Years 5&6) were unaware of the school policy on education for Personal relationships including sex education. (Recommendation 3)

Appendix 2

Evidence Base

- **Pre-inspection team consultation.**
- **Self-Evaluation documents.**
- **School Improvement Plan.**
- **Lesson observations in 7 classes.**
- **Observations of collective acts of worship.**
- **Scrutiny of Pupils' workbooks.**
- **The school environment.**
- **Foci for prayer and reflection.**
- **Discussions with staff.**
- **Interviews with the Head teacher, the Link Governor and other Governors.**
- **Meeting with parents.**
- **Meeting with the Faith Leaders.**
- **Parental questionnaires.**
- **A range of Portfolios provided.**

