



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: October 2018

by

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

About St Peter's R.C. Primary School

St Peter's Roman Catholic Primary School is in Roath in the Cardiff. There are 539 pupils on roll, including 51 part-time nursery pupils. There are 23 single-year classes.

The average proportion of pupils eligible for free school meals over the last three years is around 11%. This is below the average for Wales, which is 18%. The school identifies 10% of pupils as having additional learning needs, which is much lower than the national average of 21%. A very few pupils have a statement of special educational needs. Around a half of the pupils are from minority ethnic backgrounds and the same proportion have English as an additional language. Very few pupils speak Welsh at home.

The headteacher took up his post in April 1997. At the time of the inspection, an acting headteacher was in place. The school's previous Estyn inspection was in June 2013.

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.

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

Nearly all pupils enjoy school. They are polite and well behaved. However, the school's arrangements to ensure pupils' safety are not robust enough.

By the end of key stage 2, many pupils achieve appropriate standards in English and mathematics. However, pupils' progress varies too much from class to class as they move through the school. In particular, most pupils' standards in Welsh and information and communication technology (ICT) are poor.

Nearly all adults have strong working relationships with pupils and make good use of visits and visitors to enhance learning experiences for them. However, the quality of teaching is too inconsistent. The design of the curriculum and the school's provision for skills is weak.

Senior leaders and the governing body have not demonstrated the capacity to bring about sustained improvement over time. Consequently, too many areas of the school's work are unacceptable. Communication from governors and senior leaders to parents and staff during a period of instability in leadership has been poor. Since his appointment, the acting headteacher has taken swift action to ensure that all teachers, including the newly formed leadership team, understand their roles and responsibilities. However, these changes are too recent to have had any impact on improving outcomes for pupils.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Adequate and needs improvement
Teaching and learning experiences	Unsatisfactory and needs urgent improvement
Care, support and guidance	Unsatisfactory and needs urgent improvement
Leadership and management	Unsatisfactory and needs urgent improvement

Recommendations

- R1 Address the shortcomings in safeguarding and health and safety identified during the inspection
- R2 Establish stable and effective leadership and improve communication with all stakeholders
- R3 Improve governors' ability to evaluate the school's work accurately and hold leaders to account
- R4 Improve strategic planning and self-evaluation processes to enable the school to make and sustain necessary improvements
- R5 Improve the quality of teaching and assessment across the school
- R6 Raise standards of pupils' Welsh and ICT
- R7 Improve teachers' planning to ensure pupils develop their literacy and numeracy skills systematically and apply them in their work across the curriculum

What happens next

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. 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 on a termly basis.

Main findings

Standards: Adequate and needs improvement

When they start school, around a half of pupils have strong literacy and numeracy skills. The other half have skills that are at a level below that expected for their age. Many pupils with English as an additional language make good progress in their learning as they move through the foundation phase. By the end of key stage 2, many pupils achieve appropriate standards in English and mathematics. However, during their time at school, pupils' progress is inconsistent. This means that a minority of pupils, particularly those who are more able, do not achieve as well as they could. The progress of the few pupils identified as having additional learning needs, is too variable.

Across the school, many pupils listen attentively to their teachers and one another. In the foundation phase, many pupils share their ideas clearly and confidently, for example when discussing which food items to put into a superhero's healthy packed lunch. In key stage 2, many pupils adapt their speaking skills successfully to different audiences and tasks. For instance, pupils in Year 5 that are more able create an audio guide about fractions to help younger pupils in their mathematics work. However, in general, older pupils do not always explore their ideas fully in discussions, extend their answers sufficiently, or respond to others with questions and comments.

By the end of the foundation phase, many pupils read texts with suitable fluency and accuracy. A few begin to use expression appropriately when reading dialogue in a story. However, in the upper foundation phase and lower key stage 2 classes, a few pupils do not always make good enough use of their phonics knowledge and they rely too heavily on adults to tell them any unfamiliar words. At the end of key stage 2, a majority of pupils develop good stamina in reading age-appropriate novels independently. They infer characters' emotions well and show empathy for others, for example when studying the class novel, 'The Boy in the Striped Pyjamas'.

In the foundation phase, most pupils make a solid start in learning how to write. By Year 2, many punctuate simple sentences correctly and spell most common words accurately. They develop neat and legible handwriting. Many younger pupils write at length for a wide range of purposes in their literacy lessons and they apply their writing skills well in their topic work. For example, a very few Year 2 pupils that are more able write lively diary entries as Guy Fawkes and describe precisely how 'there is a possibility of heavy rainstorms and scattered hailstorms in the west' in a weather report. As they move through key stage 2, many pupils build on these strong foundations appropriately. For instance, they organise their writing suitably using paragraphs and subheadings. However, pupils do not always have a secure enough grasp of the style of writing required to meet its intended purpose and audience, for instance when writing a newspaper report or a poem about war. In general, pupils in key stage 2 do not redraft their writing to improve its content, or write at length well enough in their work in other subjects.

In the foundation phase, most pupils show enthusiasm towards the Welsh language. For example, in the nursery and reception classes, many pupils respond

appropriately to basic instructions. They say a prayer in Welsh and name colours. However, across key stage 2, many pupils make poor progress in developing their Welsh oracy skills. They do not practise the language patterns that they learn often enough, to ensure that these become part of their everyday vocabulary. Very few pupils speak Welsh outside of formal Welsh lessons. Pupils' reading and writing skills in Welsh are very limited.

Most pupils make steady progress in mathematics. In nursery, many pupils count objects, such as conkers successfully with adult support to match a number from one to four. By Year 2, most pupils collect their own data and represent this suitably in tally charts and bar charts, for example to show their favourite sea creatures. In key stage 2, many pupils have a secure understanding of place value and work methodically using standard written methods, for example to multiply and divide. Many pupils apply their skills appropriately to solve problems in real-life contexts, such as working out how much it would cost to subscribe to satellite television with a percentage discount during their 'making maths real' week. However, across the school, pupils of all abilities do not always build upon their prior knowledge and understanding of mathematical concepts quickly enough. They do not use a range of written methods or develop checking strategies to consider if their answers are reasonable. They rarely use their numeracy skills in their work in other curriculum areas, or apply these at a suitable level.

Throughout the school, pupils develop a narrow range of skills in ICT. For instance, in the foundation phase, many pupils use tablet computers appropriately to record their activities. In key stage 2, pupils use a search engine competently to research information for their topic work. However, most pupils of all ages do not develop effective ICT skills to communicate, handle data or to model situations, for example using spreadsheets.

Wellbeing and attitudes to learning: Adequate and needs improvement

Nearly all pupils feel safe and happy in school and they know where to seek help and support when they need it. For example, the newly formed 'Mini Vinnies', inspired by Saint Vincent de Paul, promote kindness throughout the school and provide support for pupils who feel lonely or upset.

Many of the pupils know how to keep safe online. For instance, they understand that they must not share passwords or personal information with others. Nearly all pupils understand the importance of healthy eating and drinking. However, many do not choose to eat healthily at playtimes. Many pupils participate in a wide range of extra-curricular activities, which promote health and wellbeing appropriately. For example, pupils enjoy netball, rugby and the school's fitness club, which many attend regularly.

Nearly all pupils are eager to please and they display good behaviour in and out of lessons. They are courteous towards each other and adults in the school. They feel proud to be part of their school and they follow the school rules well. Pupils understand and display regularly virtues, such as compassion, that the school promotes. Nearly all pupils understand the importance of developing positive relationships with each other and they work appropriately together on tasks within lessons. For instance, in the foundation phase, most pupils share their ideas well in pairs, when discussing the content of a photograph.

Nearly all pupils are eager to contribute to the life of the school. Many older pupils contribute enthusiastically to leading collective worship during their class assemblies. However, pupil-led groups such as the school council and eco-committee rarely make decisions about matters that affect them. They have little influence on improving the life and work of the school.

Nearly all pupils demonstrate they are ready to learn at the start of their lessons and they engage well and enjoy their learning. They concentrate appropriately during activities and talk enthusiastically about what they are learning, for example when measuring the capacity of superpower potions during a mathematics lesson.

Many pupils know that they should try to persevere in their learning by using the 'brain, buddy, boss' strategy, which encourages them to think for themselves and to support each other before they ask a teacher for help. However, across the school, few pupils learn how to work effectively without adult support. Many pupils do not have a clear understanding of their strengths and areas for development. As a result, their ability to improve their own work is very limited.

Teaching and learning experiences: Unsatisfactory and needs urgent improvement

The school does not take a strategic enough approach to planning the curriculum. Schemes of work do not link together well enough and do not always contain appropriate information about the knowledge, understanding and skills that pupils should acquire as they progress through the school. As a result, pupils work on too many tasks that are stand-alone activities and there is little in place to ensure that lessons build systematically on their previous achievements. This limits the continuity and depth of pupils' learning, particularly in key stage 2.

All teachers identify lesson objectives regularly in their plans. However, these are often too complicated and teachers are unsure of which skills they expect pupils to develop during the lesson. In many lessons, teachers' planning and the way they group pupils, does not help them to meet pupils' individual needs well enough, particularly those who are more able.

There is no whole school approach to track and map the development of pupils' literacy, numeracy or ICT skills systematically across the curriculum. This limits teachers' ability to plan effectively for pupils to build on their knowledge and understanding consistently as they progress through the school. The school's provision for developing pupils' literacy skills ensures that most pupils have suitable opportunities to write in an appropriate range of genres in their English lessons, based around interesting texts that they enjoy, such as 'Princess by Mistake'. However, it does not support pupils well enough to develop a depth of understanding of different forms of writing and, in key stage 2, opportunities for pupils to write independently at length in their work in other subjects, is limited. There are a very few purposeful opportunities for pupils to apply their numeracy skills systematically across the curriculum in the foundation phase and across the school, teachers do not plan well enough to develop pupils' ICT skills.

The majority of teachers use Welsh to give simple commands and instructions in lessons, and activities such as 'helpwr heddiw' encourage pupils to use a limited

range of simple greetings and phrases. However, the school's approach to developing pupils' Welsh language skills varies too much from class to class. Pupils do not have sufficient opportunities to practise and consolidate their Welsh language skills throughout the school day.

The school's processes for assessing pupils' work are not secure. These are over-complicated and teachers do not apply them consistently. In general, teachers' feedback does not help pupils to know what they are doing well and what they need to do to improve. There are very few opportunities for pupils to learn from assessing their own work or the work of their peers, or to improve the content of their writing through redrafting. Teachers set improvement targets in most subjects. However, often, these targets are not helpful to pupils. Overall, teachers' assessments are not accurate and reliable enough.

Nearly all class teachers create a positive learning environment and form strong professional relationships with pupils. A majority of teachers use resources effectively to support pupil's learning. For example, there are good opportunities in the nursery class for pupils to use attractive natural materials to practise their counting skills. In the best examples, teachers use a variety of teaching approaches to maintain the pace of lessons. This includes opportunities for pupils to work with partners and in small groups. However, across the school, most teachers do not have a sound understanding of how to support pupils' independent learning. As a result, there are too few meaningful opportunities for pupils to lead their own learning or to develop their thinking skills through discussing their work and ideas. For example, most pupils do not share their prior learning or contribute to choosing topics in which they are interested. Nearly all teachers deploy learning support assistants appropriately. However, often, teachers do not give learning support assistants enough guidance about how and when to intervene. This limits the effectiveness of their support for pupils.

The school provides an interesting calendar of events across the school year that engage pupils effectively and support different aspects of the curriculum well. Many teachers plan activities that pupils enjoy and which sparks their enthusiasm. For example, in Year 5, teachers bring their history topic to life through a Victorian day, where staff and pupils dress up in costumes, and pupils sample aspects of daily life during this period, such as writing with ink pens. Pupils benefit from suitable opportunities to extend their learning outside the classroom. For example, Year 2 pupils visited the lighthouse at Nash point near Bridgend as part of their work on 'The Lighthouse Keeper's Lunch'. Teachers invite interesting visitors into the school, who broaden pupils' experiences and put their learning into a real-life context successfully. For example, a banker and a surgeon came to talk to pupils in key stage 2 about how they use mathematics in their daily lives, as part of the school's 'making maths real' event.

Care, support and guidance: Unsatisfactory and needs urgent improvement

The school's arrangements for safeguarding pupils do not meet requirements and give serious cause for concern.

The school collects a range of information at whole school and class level to track pupils' progress and wellbeing. However, it does not always share this information

appropriately amongst staff or use it well enough to monitor and evaluate pupil outcomes in each class. Too often, teachers do not use assessment information well enough to inform the planning of learning experiences to support every pupil to make appropriate progress. Recently, the acting headteacher has reviewed the school's approach to tracking pupils' achievements and has strengthened the processes. However, it is too early to measure the impact of these changes on the school's provision for its pupils.

The school identifies pupils with additional learning needs appropriately. In general, pupils' individual learning plans include suitable targets. Many pupils access a range of relevant intervention strategies in literacy and numeracy, and receive appropriate support for their social and emotional needs. The school works effectively with external agencies to deliver suitable specialist support to pupils, including those pupils with English as an additional language. However, the school does not monitor routinely the effectiveness of interventions for pupils with additional learning needs. This means that staff do not have a clear understanding of which approaches are most effective in supporting pupils' learning. In addition, not all learning support assistants know pupils' individual learning targets, which limits the effectiveness of the support that they are able to offer. Consequently, the progress that these pupils make from their starting points varies too much.

The school provides a suitable report to parents each year, which provides an overview of their child's progress. The school gives parents an opportunity to meet with their child's teacher to discuss their achievements, progress and wellbeing. However, overall, the quality and frequency of the information that parents receive in relation to their child's progress, communication about day-to-day matters and the school's leadership arrangements is unacceptable.

In general, the school makes appropriate arrangements for promoting healthy eating and drinking. For example, recently the school introduced a 'fruit tuck shop' and it encourages pupils to drink water during the day. Healthy food options are available at lunchtime. However, the school does not routinely promote the expectation that lunchboxes and playtime snacks should be healthy. There are good opportunities for pupils to be active through physical education lessons and extra-curricular sporting activities. These include playing tag rugby and netball, cross country running, circuit training and fitness club.

Pupils have a few suitable opportunities to develop their personal and social skills, such as teamwork, for example through the school's personal and social education programme. However, teachers do not always ensure that planning for these sessions builds effectively on pupils' prior knowledge. Overall, there are limited opportunities for pupils to influence what and how they learn, or to make meaningful decisions about the life of the school through the pupil-led groups.

The school supports pupils' cultural development through the creative arts appropriately, for example through exploring the work of a variety of artists such as Pablo Picasso and Andy Warhol. Staff encourage pupils to develop their dance and musical skills suitably through a topic on Africa in the foundation phase. However, the school does not develop pupils' understanding of what it means to be a global citizen well enough.

Staff encourage pupils to understand the difference between what is right and wrong, be caring and polite towards each other and to consider each other's needs. This creates a respectful ethos in the school.

Leadership and management: Unsatisfactory and needs urgent improvement

The instability of the substantive senior leadership of the school over the past few years has led to too many parents losing confidence in its ability to provide a good quality of education for their children. This instability has also led to too many staff becoming demoralised, as they have had to adapt quickly and often, to a range of different leadership styles and expectations.

While the governing body has taken appropriate actions to secure interim leadership of the school, it has not provided enough scrutiny and challenge to substantive senior leaders over time to ensure continued and effective school improvement. Recently, individual governors have established links with groups of staff responsible for areas of learning. However, governors do not take part in monitoring activities and this lack of first-hand knowledge means they do not hold senior leaders to account for improving important aspects of the school's work, such as the curriculum or the quality of teaching. Overall, governors and substantive senior leaders do not provide effective strategic direction to the school's work.

The governing body has not overseen safeguarding processes effectively. For example, they have not addressed important issues, such as ensuring safe access for pupils to the school in the mornings. Governors do not log complaints carefully or systematically enough to provide a full record of how they have responded to concerns raised. This makes it difficult for governors and the school to ensure that all complaints have been resolved in a timely manner and to a satisfactory conclusion in line with the complaints policy.

The school does not address national priorities successfully, such as improving pupils' numeracy skills across the curriculum, developing pupils' skills in the Welsh language and raising standards in ICT. Since coming out of Estyn monitoring in 2014, leaders have failed to sustain and build on the progress identified at that time. Consequently, all the recommendations from the previous inspection remain as priorities for improvement.

The school has a monitoring and self-evaluation cycle that it uses to gather a limited range of information. However, monitoring does not focus sufficiently on important issues, such as the progress of groups of pupils, curriculum planning and the quality of teaching. Leaders do not consult widely enough to take good account of the views of key stakeholders, such as parents, staff and pupils. As a result, their contributions to improvement planning are very limited.

The school's improvement priorities do not arise systematically from self-evaluation processes. This means that the priorities the school identifies as areas in need of developing are not always those that will make the most difference to pupils. In its annual plan, costings against the priorities are too vague and actions are too generic. This makes it difficult for leaders and staff to know how best to take the areas for development forward, to ensure focussed improvement in pupil outcomes and the quality of provision.

The current acting headteacher took up a full time role at the school in September 2018 and provides the staff with clear leadership. In the short time that he has been in post, he has met with all teaching staff to discuss their professional learning needs and aspirations. He has put in place a distributed leadership system enabling senior staff to share responsibilities and workloads more effectively. The acting headteacher coaches and mentors staff new to senior roles to help them work collegiately and take good account of others' views. He has reviewed the deployment of staff across the school and made several appropriate changes to provide opportunities for teaching staff to develop their expertise. Staff are conscientious and they support each other well in their year group teams. However, in most instances, the work of the newly formed senior leadership team is at a very early stage of development.

There is an appropriate performance management system in place for teachers. However, this has limited impact on improving the quality of teaching and learning. The acting headteacher is implementing appropriate professional development experiences for teaching staff. Staff meeting time is used regularly and appropriately for staff training on whole school priorities, such as to help staff use pupil tracking information more effectively. However, these developments are at a very early stage.

The acting headteacher, together with the governing body, currently manage the school's budget appropriately following a challenging period of instability. The school uses the pupil development grant suitably to ensure eligible pupils take part in enrichment activities. However, there are no clear success criteria to determine how well these activities contribute to raising pupils' standards and wellbeing.

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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