

**D i o c e s e  
o f  
M e n e v i a**



**St Illtyd's Catholic Primary School, Swansea  
Section 50 Inspection Report**

**Inspection dates: June 15<sup>th</sup> & 16<sup>th</sup> 2015**

**Reporting Inspector: Mrs Sue Roberts**

**Accompanying Inspector: Mrs Philippa Brooks**

**Type of School: Primary Voluntary Aided**

**Age range of pupils: 3 – 11 yrs**

**Number on roll: 223**

**Local Authority: City & County of Swansea**

**Chair of Governors: Michael Leonard**

**School Address: Jersey Rd, Bonymaen, Swansea SA1 7DG**

**Tel. No: 01792 462104**

**Email address: [swansea-edunet.gov.uk/en/schools/stilltyds](mailto:swansea-edunet.gov.uk/en/schools/stilltyds)**

**Parishes served: St Illtyd's, Bonymaen; Sacred Heart, Morriston**

**Date of previous inspection: 2/3rd February 2009**

**Headteacher: Mr David Lewis**

***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.

<b>Judgement</b>	<b>What the judgement means</b>
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.

<b>Proportion</b>	<b>Description</b>
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.

## Context

St. Illtyd's Catholic Primary is situated in the Bonymaen area on the east side of Swansea. The area the school serves is described as mainly working class with a strong degree of social disadvantage and deprivation. Over 75% of the school population live in the lowest 30% most deprived areas of Swansea. Parents are very supportive of the school and play an active role. The school's Free School Meals percentage is around 27% and currently 160 children receive Free Breakfast on a daily basis.

The school provides education for 3 to 11 year old pupils within a one year intake. There are no mixed classes. The school population has around 38% of children on the Additional Needs register, 3 children are currently in receipt of a statement of educational needs with 3 more pending. Eight percent of children have English as a second language; no children speak Welsh as their first language.

While there are currently no LAC children there are a number of children involved with Team around the Family and other Social Service agencies.

The main changes the school has undertaken since the last inspection are an increase in pupils from the closure of a local school and the significant permanent staff shortages over the last two years, but particularly this current year. The school's longstanding SENCO retired and has only recently been replaced. Five of the school's teaching staff are currently on maternity leave or sick leave. This leaves Foundation Phase with only 1 permanent member of staff and only 1 Catholic teacher. Key Stage 2 currently has two permanent members of staff, a supply teacher and a teacher on temporary contract who will be leaving at the end of the term. Currently there are three Catholic teachers in Key Stage 2. Staffing problems continue to impact on the provision for pupils.

## Summary

How effective is the school in providing Catholic education?	Good
<p><b>St Illtyd's is a good school because:</b></p> <p>the quality of teaching in Religious Education is mostly good;</p> <p>quality pastoral care and guidance promote the well-being of pupils;</p> <p>partnerships with parents are good and they are welcomed into the school;</p> <p>many pupils make good progress</p> <p>governors and school leaders have a clear vision for curriculum religious education and the Catholic life of the school.</p>	

<b>What are the school's prospects for improvement?</b>	<b>Good</b>
<p>Prospects for improvement are good due to:</p> <ul style="list-style-type: none"> <li>the vision, drive and enthusiasm of the Headteacher</li> <li>self-evaluation systems that improve outcomes for pupils.</li> <li>the ethos of the school, which shows a strong support in pastoral care within a culture of continuous improvement.</li> </ul>	

<b>Recommendations and Required Actions</b>
<p>What does the school need to do to improve further?</p> <p><b>R1</b> – to develop a consistent approach to the assessment of RE and provision of appropriate tasks to suitably challenge the more able and talented;</p> <p><b>R2</b> – Involve pupils more fully in the planning, preparation and delivery of collective worship;</p> <p><b>R3</b> - Embed systems for monitoring, evaluation and review in religious education.</p>

### **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.

<b>Main Findings</b>
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<b>KQ1. How good are outcomes?</b>	<b>Good</b>
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From when they first enter, pupils at St Illtyd's School show interest, enjoyment and enthusiasm for religious education. Most pupils make good progress. They engage well in a variety of activities, apply themselves diligently, work at a good pace and are keen to do well. Positive relationships between staff and pupils in all classes create an atmosphere of compliance and mutual respect which, in turn, enhances pupils' learning. Parents are very supportive of the school. They know that their children are safe and happy, and feel confident about approaching staff at any time. Pupils make a good contribution to the Catholic life of the school. They have a sound knowledge of the key celebrations of the liturgical calendar. They are developing a secure understanding of Catholic teaching and the teachings of other faiths in the 'Come and See' programme. Pupils have a strong sense of belonging and are proud of their school.

The quality of most pupils' recorded work is good and in almost all books there is a range of genres used. In the best examples this includes individual litanies, prayers, graphs and diary entries. There is limited opportunity for pupils to review and reflect on their own work and that of others, and offer ways in which to make improvements. The marking of work is positive and opportunities for pupils' response to it are evident in a few classes. However, it

does not always signpost the next steps in pupils' learning in a way that would help to raise standards further.

Pupils can relate their learning to their own lives well. In the Foundation Phase pupils were able to talk with confidence about the qualities that make a good friend. They reflected with sensitivity on times when they had the need to say sorry and thank you to God. At lower Key Stage 2 pupils were very able to explain what it meant by conscience and relate this to being able to make the right choices. Pupils in upper Key Stage 2 pupils demonstrated that they were able to access bible stories using a range of technological resources as well as the Bible itself. All classes have child-friendly interactive prayer areas to support opportunities for collective worship. Classroom and corridor displays are bright and informative and are used to celebrate parish events such as First Holy Communion.

Pupils' response to prayer and worship within a variety of settings in the school is good. During the whole school assembly, which was led by the Parish Priest, the pupils listened attentively and read with confidence and reverence. During this assembly the pupils sang tunefully and enthusiastically. In the classroom-based acts of collective worship, pupils' behaviour and involvement was good. They are encouraged to consider the needs of the wider community and are fundraising to support local and global demands, including providing a well for a village in Nepal. The school has good links to charities that are well established and are keen to talk about their fundraising activities for Mission Together, CAFOD and Samaritan's Purse. Pupils have a good understanding of what is right and wrong and they welcome the rules that are in place to keep them safe. The School Council and Eco Group make a positive contribution to the life of the school and were instrumental in rewriting the school's mission statement since the last inspection.

<b>KQ 2. How Good is Provision?</b>	<b>Good</b>
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In St Illtyd's School teachers employ a range of teaching styles and plan a variety of activities that enable their pupils to work independently and collectively. Most of the teaching observed was good. Very positive pupil teacher relationships and a range of questioning styles encourage good levels of pupil motivation and concentration. The good deployment of high quality teaching assistants ensures that pupils are well supported in their learning and remain on task. Behaviour in all classes was very good. Pupils are provided with informative feedback, both orally and through the marking of their work. However, opportunities for the development of Assessment for Learning strategies within the classroom were limited. Pupils lack the skills to be able to challenge each-other, and themselves, in order to take their learning to the next level.

Resources, including technology, are used well to maximise learning. Assessment procedures are becoming more embedded and the school presents an accurate view of pupils' achievements and progress over time. The school has begun to develop a portfolio of levelled work which illustrates a good level of accuracy in applying NBRIA Levels of



Attainment. The majority of pupils complete the end of unit self-assessment 'I can' statements, but this is not consistent throughout the school. Planning for RE lessons is detailed and provides opportunities for pupils to further develop their skills in literacy and numeracy where appropriate.

The Religious Education curriculum meets the needs of pupils, enabling them to achieve well. All Bishops' Conference and Diocesan requirements are met. Opportunities for pupils to learn from religion, reflect on meaning and relate faith to daily life are well developed. They contribute effectively to pupils' spiritual and moral development. However, evidence of the teaching of other faiths was limited.

Prayer and worship are important to the life of the school. Acts of collective worship, in both the school and Parish Church, provide opportunities for pupils and adults to pray together. The school community are well supported by governors and parents on these occasions. Pupils in upper key stage 2 use drama to retell bible stories and 'hot-seat' religious figures of importance. This provides the opportunity for empathy and promotes discussion. The opportunities for reflective prayer were evident at the beginning and end of many lessons with whole class prayer being led by the *helpwr y dydd*. The well-developed outdoor area provides a peaceful and tranquil setting for reflective prayer and is regularly used by pupils in Key Stage 2. Themes for collective worship are consistent with the Catholic character of the school, reflect *Come and See* topics and are relevant to the lives of the pupils. Teachers take responsibility for leading prayer and worship and involve pupils in its delivery. Pupils would benefit from more to become better skilled and equipped to plan, prepare and lead their own acts of worship.

<b>KQ3. How good are Leadership and Management?</b>
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<b>Good</b>
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The Headteacher, together with the staff, are successful in providing a school community that rejoices in a shared vision and an inclusive, welcoming ethos. Its members understand and strive to live out the mission statement in daily interactions with each other. The school continues to experience significant staffing changes and is responding well to these inconsistencies to avoid further disruption to pupils' learning. The school's resources to support its Catholic life and curriculum religious education are good. The school has invested in ICT resources to support teaching and learning in religious education and worship and these were used effectively during the time of the inspection.

There is an effective governing body at St Illtyd's School. All governors discharge their statutory and canonical responsibilities fully. Since the last inspection they have revisited the school's mission statement and have made it more accessible to pupils by involving them in its development. The religious education link governor, who is also the parish priest, visits the school and provides some support for the development of the spiritual life of the school and curriculum religious education. The pupils welcome him and respond well to his visits.

Aspects of the provision of Religious Education are monitored termly by the subject co-ordinator and outcomes inform areas for development, which are fed into the school improvement plan. The Religious Education self-evaluation report provides an accurate view of the school's current performance and indicates realistic areas to be developed. A more systematic approach to monitoring, evaluation and review processes would be beneficial in order to drive forward school improvement.

All parents/carers are enabled to participate as fully as possible in the life of the school and encouraged to attend the school assemblies and Masses. Their response to this is very positive and there is a strong sense of community cohesion. Partnership with the parish is good. Pupils preparing for Sacraments attend after school sessions in the parish church led by staff and supported by the parish priest and parents. Staff provide positive role models in nurturing the pupils in a knowledge and love of the Catholic faith. This has a positive impact on pupils' spiritual and moral development. Pupils are very respectful, considerate and caring of each other.

Leaders and managers have successfully established a range of partnerships with other providers. Good links exist with the receiving Catholic secondary school. The pupils are developing an understanding of the role they and others play in society and the world. They are involved in supporting local, national and international charities. The pupils benefit from these activities which contribute to their good learning and well-being. Through the school's charity work and initiatives like the Eco council pupils have the opportunity to learn about sustainability, develop an awareness of and respond to the needs of others and appreciate what it means to live in a multi-cultural world. Pupils' learning about a village in Nepal has been further developed following the recent earthquake. Pupils decided spontaneously that they would like to raise money to support those affected by this.

## **Appendix 1**

### **Responses to parent questionnaires**

65 (29%) of parents/carers returned the questionnaires.

All parents felt that their child was happy at school.

Most parents felt that their child knows about Spiritual awareness.

Nearly all felt that they as parents had opportunities to learn about the Religious education programme being taught at the school.

Most agreed that they worked with their child at home on current Religious Education topics.

Many felt that the Religious education programme has helped develop their child's Christian faith.

Many felt that they are encouraged to join in whole school RE activities for example Assemblies, Masses and festivals.

Most parents agreed that their child shows a developing sense of moral awareness by behaviour/ attitude.

Many parents felt that the school develops this moral sense.

Many were aware of the school policy on education for Personal Relationships including sex education.

Most are happy with the policy on discipline in the school.

Most are aware of the links which exist between the parish and the school.

Many are aware of the safeguarding procedures in the school.

### **Comments**

*Neighbours comment on their lovely manners and caring attitudes, all of which stem from the firm foundation provided through the religious teachings at St Illtyd's School.*

*The teachers do a good job and are always happy to help with any problems.*

*The school is really well run with a really good head and helpful and lovely staff; nothing is too much trouble.*

*St Illtyd's is a very good school.*

*I would prefer all religion to be taken out of schools. There's enough rivalry between schools without the additional labelling of religion.*

## **Appendix 2**

### **Evidence Base**

- The school's self-evaluation reports and other relevant documentation
- Meetings with the Headteacher and religious education subject leader
- Meetings with representatives of the governing body, including the religious education link governor
- A meeting with parents
- Parent/carers questionnaire returns
- Lesson observations
- Scrutiny of planning and assessment
- Scrutiny of pupils' work
- Scrutiny of displays and prayer foci
- Attendance at whole school acts of worship
- Discussions with pupils
- Discussions with teaching staff
- Observation of daily routines



***The diocesan inspectors wish to express sincere thanks to the governors, head teacher, staff, pupils and parents and also to the ESTYN registered inspector and inspection team for the courtesy and co-operation received during the inspection.***