

# DIOCESE OF MENEVIA



## St John Lloyd Catholic Comprehensive School Inspection Report on the Religious Dimension of the School

Headteacher	Mr P White
Reporting Inspector:	Mr J Blackburn
Accompanying Inspector:	Mr M Salmon
Inspection date:	February 25 <sup>th</sup> – 27 <sup>th</sup> 2013
Chair of Governors:	Mr A Jones
Type of School:	Comprehensive
Age range of pupils:	11-16
Number on roll:	517
Date of previous inspection:	5 <sup>th</sup> – 8 <sup>th</sup> March 2007
School Address:	Havard Road Llanelli SA14 8SD
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Parish(es) served:	Our Lady Queen of Peace, Llanelli St Mary's, Carmarthen Our Lady Star of the Sea, Burry Port and Kidwelly Our Lady of the Rosary, Ammanford
Appropriate Authority:	Carmarthenshire County Council

***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

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

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Copies of this report are available from the school and from the Diocesan website: [www.dioceseofmenevia.org](http://www.dioceseofmenevia.org)

<b>Context</b>
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St John Lloyd Catholic Comprehensive School is a mixed, 11-16, voluntary-aided school of 517 pupils, located in the town of Llanelli. It serves a wide geographical area, which includes the towns and Catholic parishes of Llanelli, Carmarthen, Ammanford and Kidwelly, and the surrounding villages. Despite falling demographics locally, the number of pupils on roll has increased by 22% since 2008.

Catholic pupils account for 34% of the school population. A further 17% of pupils come from the Church in Wales. There are three main partner primary schools, but pupils also come from another 28 primary schools across Carmarthenshire. Pupils come from the full range of socio-economic backgrounds. 18.8% of pupils are entitled to free school meals and 22% of pupils live in the 20% most deprived areas of Wales. In the last ten years, there have been an increasing number of pupils from minority ethnic backgrounds, and from countries that include the Philippines, Nepal and Poland. There are 11% of pupils on the EAL register who have varying degrees of fluency in English. The school has the highest concentration of EAL learners outside the main Welsh cities. A small number of pupils come from Welsh speaking families. There are currently 121 pupils on the ALN register.

Since the last inspection in March 2007, there have been several changes in the leadership team. The Headteacher and Curriculum Deputy Headteacher have remained in post whilst the Pastoral Deputy Headteacher was replaced in January 2012. The Assistant Headteacher retired in 2012 and has not been replaced. The Headteacher has been in post since 2005.

<b>Summary</b>
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<b>How effective is the school in providing Catholic education?</b>	<b>Good</b>
<p><b>St John Lloyd School is a good school because:</b></p> <ul style="list-style-type: none"> <li>• the Catholic ethos permeates all aspects of school life. The Catholic life of the school is given a high priority which has positive outcomes for all pupils;</li> <li>• pupils' spiritual needs are met through a variety of appropriately planned liturgies, retreats, pilgrimages, charity work and other activities;</li> <li>• the well being of each child is a high priority;</li> <li>• the school is well led and managed by governors and senior leaders who</li> </ul>	

- are fully committed to Catholic education;
- the quality of teaching in the Religious Education department is generally good and there are examples of excellent practice;
- RE teachers are reflective and evaluative;
- partnerships with parents, feeder primary schools, local secondary schools, parishes and other agencies are well developed;
- there is excellent support from parish priests and the diocese;
- pupil behaviour is very good and a strong feature of the school.

<b>What are the school's prospects for improvement?</b>	<b>Excellent</b>
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The schools prospects for improvement are excellent because of:

- the excellent vision and leadership of the headteacher and senior leadership team, ably supported by the recently appointed head of the religious education department;
- excellent guidance, support and challenge provided by the governors;
- a team of dedicated Religious Education teachers who are committed to delivering high quality, challenging lessons;
- the excellent support for liturgy from teachers and support staff;
- the ethos of the school, which recognises and enhances the value of each individual within a culture of continuous improvement.

#### **Recommendations and Required Actions**

**R1. Further develop Assessment for Learning so that it is firmly embedded in classroom practice and empowers pupils to improve their learning;**

**R2. Continue to develop a range of curriculum, teaching and learning strategies to ensure that standards in Religious Education are at least as good as the best core subjects;**

**R3. Review the application of the school's approach to literacy, to Religious Education, so that it better supports pupils' development of theological language and literacy;**

**R4. Further develop systems and procedures to monitor and evaluate provision to improve outcomes;**

**R5. Move forward on plans to develop a Professional Learning Community to support all staff in their understanding of the Catholicity of the school.**

## 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

Lessons observations provide evidence of pupil enjoyment and engagement in learning activities, as did pupil and parental comments in questionnaires and meetings. At Key Stage Three the course is based on ICONS and is assessed using NBRIA levels. The quality of Key Stage Three work observed was of a good standard. Responses in lessons showed that pupils are becoming religiously literate and were willing to communicate their ideas confidently. Most pupils keep on task and concentrate well.

GCSE Religious Education examination results have shown steady improvement over the past five years although there was a significant drop in achievement in 2012. Most of the time differentiation provides for outcomes appropriate to the ability of the child. Departmental self-evaluation and improvement planning recognises the shortcomings in assessment and monitoring and strategies have been put in place to rectify this.

Pupils respond well to lessons, liturgy and all aspects of the Catholic life of the school. They can articulate the school ethos and have a sound understanding of the key celebrations in the liturgical calendar. They express their beliefs confidently and put them into action through the extensive charity work that takes place. Pupils treat each other with a high level of respect, fully acknowledging each other's diversity. This is a strong feature. They take full advantage of the opportunities offered for retreats and pilgrimage and speak with enjoyment and appreciation of these activities. Other activities include playing an active role in Peace Mala since its inception.

Pupil response to prayer and worship is good. All pupils have ample opportunity to participate in a variety of liturgy and act with reverence and respect. A particular strength is the work of the Chaplaincy and the use of the chapel. School assemblies reflected the season of Lent and enabled pupils to make connections between faith and life, providing an opportunity for quiet thought. Pupil involvement in the preparation and delivery acts of worship is very good. The introduction of 'Celebrant of the Week' and 'Ethos Ambassadors' are strong features.

## KQ2. How good is provision? Good

There are four designated teachers in the Religious Education department. Teaching is effective in enthusing pupils, ensuring that they learn well and develop their understanding of the Catholic faith. Good subject knowledge is applied to challenge and inspire learners. Teachers employ a range of teaching styles and plan activities that enable pupils to work independently and collaboratively. Teachers have high expectations of their pupils who make good progress in most lessons. Resources are sufficient and are of a high quality.

Pupils are provided with feedback and generally know how well they are progressing. However, there are shortcomings and inconsistencies in some aspects of marking and formative assessment. The school approach to developing and assessing progress in literacy needs to be better adapted to pupil learning in Religious Education and in developing theological literacy. The use of questioning is a particular strength to push forward pupils' learning, particularly at Key Stage Four.

Bishops' Conference requirements and local diocesan requirements are fully met. The curriculum helps pupils to critically reflect on the Catholic faith and the responses it gives to questions of meaning and purpose. As a result pupils are able to clearly articulate their own personal response to the deeper meanings of life. There are two designated classrooms that are well maintained with good displays of pupil work, providing a stimulating learning environment. The Chapel is an effective space for prayer services and quiet meditation. Programmes of study are relevant to the pupils' learning needs. This includes suitable learning strategies to stretch and challenge pupils. The Welsh dimension is encouraged through the study of Welsh saints and martyrs including St John Lloyd, the use of incidental Welsh, prayer in Welsh, the Eisteddfod, the St David's Day Mass and visits to Welsh pilgrimage sites. The Religious Education department also delivers part of the PSHE programme, including Sex Education.

Prayer and collective worship are central to the life of the whole community and a key part of every celebration and meeting. Prayer opportunities are provided for staff and pupils including Welcome Mass and Year Seven Away Days, Chapel and whole school services during Lent and Advent, Meditation, Mass and Liturgy Choir. Acts of worship are Catholic in character, but inclusive of all. There is a wide range of prayer and worship opportunities and pupils respond well to these. The hall is well presented for liturgical celebrations, with appropriate symbols. Good use is made of power point images and music to enhance the sacred space. Artefacts are used when appropriate. The pupils are well aware that 2012-13 has been declared a 'Year of Faith'. Several students were well informed as to the significance of Pope Benedict XVI's recent resignation. Pupils are encouraged to plan and lead worship and the school has identified this as an area for development with the introduction of 'Celebrant of the Week' and further chapel sessions. Staff are skilful in preparing and leading acts of worship. The legal requirement for the school to provide a daily act of collective worship for every pupil is met.

Religious Education teaching is helpfully located near the chapel. The department's funding and general resources are generous and in excess of other core subject funding.

**KQ3. How good are leadership and management? Excellent**

Members of the governing body fully understand and are able to articulate the Mission of the school. They know the school well and bring considerable expertise to their role. There are robust systems in place for evaluating the Catholic life of the school. They set the Headteacher and Senior Leadership Team challenging targets in this area. An excellent feature of the school is the attention given to Catholic ethos in the recruitment of all staff. Religious Education is treated as a core subject and there is an RE link governor. In most cases, recommendations from the last inspection have been met and are subject to further development.

The school's leadership is totally committed to Catholic education. The Catholic Mission of the school is a major priority, along with spiritual, moral and its cultural development. The school improvement plan and school self evaluation reflect this. Pupils and staff are well aware of how and why the school is different. Strong features are the work of the Headteacher, the Pastoral Deputy Headteacher and the chaplaincy team.

The Religious Education department has a high profile within the school. The Head of RE is newly appointed and has a clear vision for the development of the subject. She has already made significant steps in identifying areas that need development, for example the development of systems for monitoring and evaluation. Religious Education teachers are reflective, committed and at the forefront of the spiritual life of the school. They are responding well to the challenges set by the new Head of Department. Robust systems exist for evaluation and monitoring as evidenced by lesson observation records and other documentation.

The school participates fully and actively in developing and implementing a variety of partnership activities. There is a wealth of evidence showing partnership with a range of faith groups, parishes, charities, primary schools, links with other secondary schools and the diocese. The school has links with others in many parts of the world and there is a programme of external speakers visiting the school, including for example the visit of the Bishop of Bauchi from Nigeria. Links with parents are a high priority and are well developed. Parents felt consulted and involved in their child's education. There are effective and good links with parishes and the school is well served by the parish priests.

Community cohesion is at the forefront of the school's Mission. There is a strong sense of belonging in the school and all are welcomed in a sense of equality and respect. The pupils articulate well the school's commitment to justice and forgiveness. The diverse needs of the school community are effectively met by the ethos of inclusivity. The school offers a wide range of opportunities for pupils to develop an understanding of their role in society through the significant number of

charitable causes that are supported. The school has also been awarded the bronze Eco Schools Award which reflects the work of the Eco-committee and the wider school community. Listening to Learners is a strong feature of the school and Prefects, members of the School Council and Form Captains feel that their views are respected and acted upon. The school offers an outstanding range of opportunities for pupils to develop as leaders. Pupils are very generous with their time, talents and money, and support a range of local, national and international charities.

## Appendix 1

### Responses to parent questionnaires

41 parents/carers completed the parent questionnaire

Nearly all parents/carers were happy with the values and attitudes that the school fosters and felt that were made to feel welcome in the school. They also believed that the school sought their views and concerns and took them into account. Most parents believed that the school gave them a clear understanding of what is taught in religious education and nearly all agreed that the school enabled their children to achieve a good standard of work in religious education. They were also happy with the help and guidance available to their children and believed that the school enabled their children to develop spiritually through prayer and worship. Most parents believed that the school kept them well-informed about their children's progress in religious education and gave them a clear understanding of what is taught in personal, social and health education and where appropriate, sex and relationships education.

Parents stated that they chose St John Lloyd School because of its Catholic teaching, small size, caring ethos and good reputation.

## Appendix 2

### Evidence Base

- Lesson observations;
- The school's self-evaluation reports, policies and other documentation;
- Meetings with the Headteacher, Head of Department for Religious Education, Chaplain, Pastoral Deputy Headteacher;
- Meeting with parents/carers;
- Meetings with governors including the Chair of Governors and the RE Link governor;
- Lesson observations;
- Scrutiny of planning and assessment;
- Scrutiny of pupils' work;
- Attendance at whole school assembly;



- **Discussions with pupils;**
- **Parent questionnaire returns.**