

St Philip Evans Catholic Primary School

URN: 401664

Catholic Schools Inspectorate report on behalf of the Archbishop of Cardiff

07–08 December 2023

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

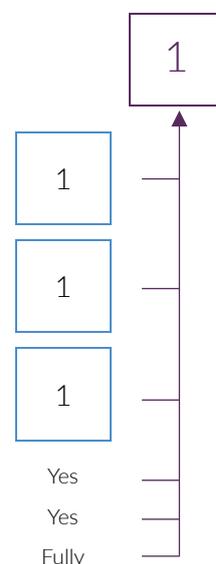
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- Leaders at all levels, including governors, continue to be highly ambitious and provide excellent opportunities for all pupils, staff and the wider community at this school. This ensures that all pupils are provided with opportunities to live the mission to 'worship and learn and play'. All members of staff share in the ethos of the school and have common goals for success.
- The dedicated headteacher and her staff are inspirational models of exemplary practice to pupils as participants in and leaders of prayer, resulting in the provision of very high-quality worship.
- The quality of teaching and provision for Catholic Social Teaching is excellent, resulting in pupils who excel in their knowledge and understanding of living out the Catholic faith.

- The experience of being part of a faithful, and prayerful community has a profound and visible effect on the spiritual and moral development of all pupils at St Philip Evans.
- Pupil behaviour is exemplary. Pupils are religiously literate and show enjoyment and confidence in religious education.

What the school needs to improve

- Continue to work in partnership with cluster schools to develop the *Religious Education Directory* in preparation for implementation.
- Grow and further embed the excellent teaching and provision for Catholic Social Teaching across the school and share with others.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

As you enter St Philip Evans, a vibrant Welsh, welcoming, and inclusive Catholic culture is evident. The school is a beacon of excellence for Catholic education. Pupils are extremely proud of their school, wholeheartedly embracing the many opportunities provided for all to grow in faith and gain a secure understanding of the impact of faith on their lives. The school's values and inclusive nature fully embody its mission statement 'We live the Gospel Message as we worship, learn and play'. This is central to the school community and is known, lived, and experienced by the pupils, governors, staff and parents. The talented school song writing group, supported by a gifted music teacher, have produced a Mission Song, anthem and Hymn to St Philip Evans which strengthens the sense of community. As a result of the importance placed on virtues, the relationships between staff and pupils are excellent. Based on a deep sense of respect for one another, St Philip Evans is a Christ-centred community. The school goes above and beyond, offering generous hospitality to all and especially to those in need. Pupils are proud of their involvement with 'Social Outreach Projects' and the difference it makes to people's lives such as supporting the Cardiff Night Shelters for the homeless. In Year 5 classes, pupils demonstrated they understand the meaning of 'refugee' in biblical times. They composed a meaningful, powerful song which illustrates the school's journey in becoming recognised as a School of Sanctuary.

The Church's social teaching is woven throughout the curriculum and thoughtfully chosen passages of scripture encourage pupils to respond to the teachings of Jesus in a meaningful way, such as Year 6 pupils writing a simpler version of the Magnificat for younger pupils. Pupils highly value leadership roles. The Chaplaincy Group leads prayer in all classes, including daily prayers and the Examen. The Mini Vinnies organise charitable events

including fundraising during the inspection to purchase World Gifts for Cafod. They talk positively about the difference they make to their local, national, and global communities, expressing the reasons underpinning their actions. The Catholic character of the school is reflected throughout the environment. Vibrant displays and outdoor spaces offer opportunities for prayer, reflection and spiritual development. A display recording the visit of the statue of Our Lady of Fatima touring parishes and schools was given prominence and was a focal point in the Hall during the inspection. The provision for relationship, sex, and health education R(S)HE is carefully planned and timetabled using archdiocesan recommended schemes. The coordinator is knowledgeable in her role and is a member of the diocesan RSE working party.

Leaders and governors clearly articulate the Church's educational mission. They are unwavering in their commitment to their school's Catholic life and mission, resulting in a genuine commitment to the families they serve. They are ambitious for the school, which can be seen in their energy and commitment and is reflected in their effective monitoring of Catholic life and mission. Diocesan initiatives and policies are at the forefront of school life. The headteacher is dedicated in her pursuit of excellence and works tirelessly to ensure the entire curriculum is delivered through a Catholic lens. This includes giving prominence to the role of Religious Education within the school, reflected in this being a teaching and learning responsibility (TLR) role. The newly appointed religious education coordinator is dedicated to her role and shows great ambition for the future. She is supported by a dedicated team who strive for the Catholic life and mission of the school. The school's special focus is the development of Catholic Social Teaching. This has recently been disseminated to religious education leaders within the diocese. Catholic Social Teaching is excellent, resulting in pupils who excel in their knowledge and understanding of living out the Catholic faith. The school needs to grow and further embed this across the school and share the excellent practice with others. Leaders and governors have high expectations, which help to shape and support the continuous development of the school's faith life. All staff, including new staff, receive professional development, making excellent use of diocesan training opportunities and resources. Staff speak very positively about the school community; they feel supported and valued. The partnership with the parish is strong and supported well by the new parish priest.

The school self-evaluation document is an honest reflection of monitoring and analysis and leads to well-planned improvement.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

1

Provision

The quality of teaching, learning, and assessment in religious education

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education

1

1

Pupils achieve high standards in religious education. During inspection, pupils' contributions in lessons observed demonstrated excellent subject knowledge and high levels of enjoyment. Over time, pupils demonstrate consistently strong progress toward achieving the best possible outcomes. Using diocesan schemes of work and resources, teachers effectively plan and deliver lessons that build on prior learning with skilful questioning. This leads to adaptations of tasks and explanations which maximise learning for every pupil. Pupils' religious literacy is strong; they speak confidently and use specific vocabulary accurately. Pupils work extremely well when working independently, they work with focus and pace and seek to learn more by thinking for themselves. The use of 'Thinking journals' in lessons supports collaborative learning. Pupils love the challenges set and present their work in a wide range of forms and mediums including the use of IT. Pupils respond well to a variety of engaging activities and enjoy their religious education lessons. High levels of engagement are evident in all lessons observed. In the younger classes all continuous provision was enhanced with imaginative Advent activities which reinforced learning. Work in books is consistently high quality and pupils take immense pride in their books. Self-assessment strategies are embedded and therefore pupils, from a very young age, can confidently articulate what they have learned. Space and time are routinely provided for purposeful reflection. This is evident in the children's books and includes responses in Welsh from pupils. Feedback to pupils is regular, positive and precise. Achievement is in line with other core subjects.

Teachers are highly skilled in teaching religious education. They have high expectations for the subject. Pupils in Year 3 were able to bring their learning on 'Preparing' together, sharing a meaningful four-part Gweddiwn with a clear message to 'stay awake and be

ready'. Pupils make numerous links between the Catholic Schools Pupil Profile and their learning to discuss how they can put faith into practice; for example, in lessons during Advent that they were being attentive and discerning through their choices. Pupils are challenged to attain the more demanding learning objectives, regardless of their previous achievements; they are effectively supported by teaching assistants who are experts in supporting pupil progress, regardless of their prior attainment. The Family Thrive course for parents/carers is an example of excellent support for parents and their children's development. Staff support each other, and experience is shared through effective team teaching. Classroom strategies and techniques are used consistently across the school to ensure pupils focus on their best outcomes. The school takes pride in providing a wealth of varied enrichment activities such as regular visits to the parish, and visits to a Hindu temple and Jewish synagogue.

Religious education is at the centre of the curriculum and leaders have a clear vision which inspires all members of the school. The school confidently and effectively delivers the 'Come and See' programme which is delivered creatively using quality resources. Staff are trialling the cluster materials for the new *Religious Education Directory* in some classes and this journey needs to continue further to meet the requirements of the new curriculum and be delivered through a creative pedagogy. Religious education demonstrates clear parity with other core subjects. This was evident in timetabling, staffing and resourcing. The subject leads for religious education and relationships, sex and health education work together seamlessly. Their enthusiasm for their roles is evident and bodes well for future leadership succession. The chair of governors has given a dedicated life service and commitment to Catholic education and is supported by equally committed link governors. Monitoring of the delivery and impact of religious education by leaders and governors is frequent and rigorous. They undertake joint evaluation through learning walks and book scrutiny and feed back to the governing body. Leaders and governors have been fully involved in the formulation of the Catholic Self Evaluation Document. They provide both support and challenge. They have a clear path for improvement and accurately evaluate the school's provision.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

The experiences of prayer and liturgy provided by the school engage pupils deeply and lead them to full and active participation. Pupils have an excellent understanding of the wide variety of ways of praying that are part of the Catholic tradition. Pupils have a detailed knowledge and understanding of the Church's liturgical year and make connections between it and various school events. Pupils spoke enthusiastically about how they enjoyed celebrating and contributing to the recent Family Mass. Advent as a liturgical season was evident in collective worship observed and shared with parents during the inspection. Pupils were confident in using the Gweddïwn resources to plan and lead class child led prayer and liturgy. Pupils readily reflect on their experience such as in a Year 1 class act of worship that encouraged the school community to 'Go forth and spread light and hope to others'. Collective worship using *Ten Ten* resources, led by the head teacher, focussed on the Advent message including lighting the Advent wreath. Pupils were reverent, prayerful and sang joyfully alongside the choir and percussionists. Pupils understand prayer as being important and a regular part of everyday school life. Older pupils admirably support their younger peers, ensuring prayer and liturgy are always inclusive and accessible. Opportunities for prayer are creatively enhanced by the involvement of the Chaplaincy team and school choir. Scripture is at the heart of prayer and liturgy. The head teacher and staff are inspiring models of exemplary practice to pupils as participants in and leaders of prayer and liturgy. Staff have a clear understanding of planning liturgy, consistently using the school's model for prayer and are highly skilled in helping pupils to plan and lead prayer confidently. The Year 6 class worship was written by a member of the chaplaincy group and delivered with reverence and skill. The religious education team provides examples of good practice and model leading worship.

Leaders have thoughtfully planned how to include parents in the school's prayer life with one parent stating the school weekly newsletter and 'Wednesday Word' provides faith-based updates and ideas for prayers', workshops have been very well received by parents and illustrate how the school welcomes parents and involves them in their children's spiritual formation. Other initiatives, such as prayer bags and prayer spaces at home, further embed effective relationships with parents. Pupils regularly take advantage of the high-quality sacred spaces both indoors and outdoors which enable them to reflect on individual thoughts and prayer. These creative spaces are imaginatively used to enhance the quality of prayer and the school's spiritual life. The active involvement of the parish priest provides chaplaincy support which engages and inspires the pupils.

Leaders and governors place high priority on staff training and liturgical formation. Consequently, they lead by example and demonstrate an excellent understanding of the importance of prayer and liturgy to school life; they are active participants. Leaders and governors have planned the school calendar to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole school community throughout the liturgical year. Furthermore, they work hard to ensure that the Sacrament of Reconciliation is provided, particularly during Lent and Advent. Governors are very ambitious for the school and have a secure understanding of its mission; consequently, the monitoring of collective worship is accurate. Policies for prayer and liturgy are updated regularly with governing body involvement. Leaders actively look for every opportunity to witness Gospel values and prioritise Catholic social teaching in all their decisions. The school is currently working towards the School of Sanctuary Award. Self-evaluation is used to reflect the views of all members of the community through formal and informal methods. Parents' and parishioners' views are welcomed.

Information about the school

Full name of school	St Philip Evans Catholic Primary School
School unique reference number (URN)	401664
School DfE Number (LAESTAB)	6813374
Full postal address of the school	St Philip Evans Catholic Primary School, Coed y Gores, Llanedeyrn, Cardiff CF23 9NX
School phone number	029 2073 2514
Headteacher	Catherine Power
Chair of Governors	Michael Howells
School Website	https://www.stphilipevansprm.cardiff.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	2013
Previous denominational inspection grade	Excellent

The inspection team

Jacqueline Phillips
Juliet Stack

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement