

# St John Lloyd Catholic Comprehensive School

URN: 401763

Catholic Schools Inspectorate report on behalf of the Most Rev. Mark O'Toole Bishop of Menevia

23–24 November 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

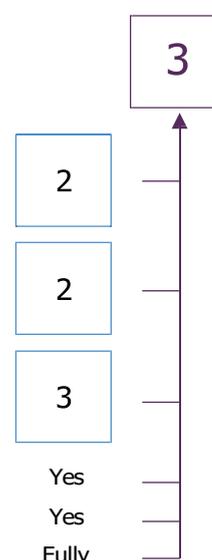
#### Collective worship (p.E7)

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

- St John Lloyd Catholic Comprehensive School offers an inclusive welcome to all, where students feel valued for who they are and what they achieve.
- The pastoral care for all members of the school community is a strength of the school.
- The religious education department is well led and all members of the department make a significant contribution to students' spiritual and moral development.
- Relationships between staff and students are strong which creates an environment where students are able to learn in a purposeful way.
- The priest chaplain is a visible presence in the school and is an excellent role model.

## What the school needs to improve

- Continue to develop student leadership and provide further opportunities for students to plan and lead activities that reflect the Catholic life of the school.
- Embed the feedback policy in religious education so that students are confident in knowing precisely what they need to do to improve their work and all students achieve the best possible outcomes, particularly boys at key stage 4.
- Ensure robust systems are put in place so that all leaders are able to monitor and evaluate collective worship to ensure that all students experience high quality prayer and liturgy.

## 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

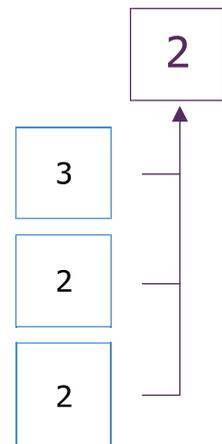
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### Provision

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

#### Leadership

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



St John Lloyd is a Catholic school where students feel welcomed into the family of the school regardless of background, faith or ability. Students express Catholic Social Teaching through charitable giving and are aware of their responsibility to those less fortunate. However, only a very few students are able to explain Catholic virtues. The 'Catholic Pupil Profile' is not taught explicitly and is not displayed around the school well enough to support students in developing their understanding of Catholic Social Teaching and how this applies to them in their every day lives. Students are cared for equally and much hard work has taken place to integrate students who have joined the school from Syria and the Ukraine. Students have limited opportunities to take on leadership responsibilities. This is mainly through the student council although systems are not in place for student leaders to feedback discussions to individual form groups. A small group of students benefitted from meeting each week during October to pray the rosary. Students are keen to help others and an extensive range of planned charitable events provide support for Cafod, the SVP, Advent and Lent Appeals, Ty Bryngwyn, Macmillan Cancer Care and the Wales Romanian Appeal.

The mission statement 'Learning and Growing Together in Christ' provides motivation for all members of the community to do their best. The school's Catholic identity is reflected through signs and images which are visible throughout the school. Each department is linked to a saint which supports the Catholic nature of the school. However, only a very few students are aware of this initiative. Department schemes of work have not been reviewed to enable all teachers to know how their subject contributes to students' spiritual and moral development. Student well-being is promoted effectively in a variety of activities and this is a strength. Students are encouraged to be healthy and safe and articulate this well. An example of this is the promotion

of the need to eat healthily. Parents value the school as evidenced through the very positive parental questionnaires. Communication with parents is through the website, letters home and the termly newsletter 'Buzz', and student achievement is celebrated via social media platforms. Personal, social and health education (PSHE) is taught at key stage 3 and relationships and sex education (RSE) is taught as part of this. 'Ten Ten' is the programme of study used, however, this needs to be referenced explicitly in the RSE policy.

Leaders and governors have a shared understanding of their responsibilities in leading a community of faith and to serving the diocesan vision and policies. Leaders are committed to supporting staff development. One training day was used last year to develop teachers' understanding of Catholic ethos. However, time has not been allocated this year to develop this work further. The percentage of baptised Catholic students (30%) remains a concern for governors, with numbers decreasing significantly in year 7 (19%). The Catholic identity of the school is clear locally and links with local parishes are developing. The newly appointed priest chaplain acts as an excellent role model for students and staff and is a visible presence when he is in school. Student voice is beginning to be used although they are currently not involved in the monitoring and evaluation of Catholic life. The governing body is informed about the Catholic life of the school through the headteacher's report, visits and meetings with the student council. However, systems for the monitoring and evaluation of Catholic life need to be formalised so that governors gain more first hand knowledge of what is in place in order for the school to continue to make progress in this area.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

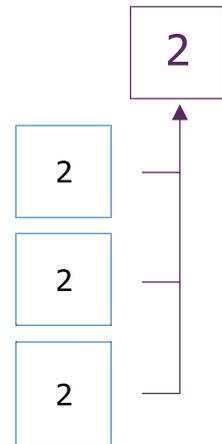
How well pupils achieve and enjoy their learning in religious education

#### Provision

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

#### Leadership

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



Students perform well in religious education lessons and are engaged in a variety of activities. Behaviour in lessons is consistently very good. In the best lessons, students review prior learning as soon as they enter the classroom and are challenged throughout the lesson. However, in a very few lessons too much time is spent on recall before the main focus of the learning begins. Most students make good progress from relatively limited knowledge on entry to the school. Students treat each other with respect and nearly all listen attentively when discussing religious concepts and alternative views. Students are able to explain their responses but answers lack detail and demonstrate a superficial understanding of the topic. The department provides support for learners of all abilities through writing frames and key vocabulary is regularly reviewed through the use of ‘clunk’ words to remove barriers to learning. Results in religious education are similar to those achieved by other core subjects. Key stage 4 attainment is broadly in line with outcomes achieved nationally. However, a significant gap (27%) remains in the attainment of boys compared to results achieved by girls. The department is fully aware of this and strategies are being developed to narrow the gap.

The religious education department is a strong team and they have excellent relationships with students and are authentic witnesses to their faith. Students learn about other faiths and value the opportunity that this gives them. They also recognise how this adds to the richness of the community as a whole. Lessons are generally well planned although too much reliance on closed questioning was used in the lessons observed so that opportunities were missed to develop students’ understanding. Pair and group discussion is used effectively although opportunities for creative work at key stage 3 are limited. Work in books is typically well presented, however, boys’ writing skills are less well developed when compared to the written work of girls. Opportunities for extended writing are limited and exam practice questions are

not used widely enough to consolidate knowledge nor develop understanding. There is evidence of self assessment in books and www (what went well) and ebi (even better if) are used as the main focus for this. Assessment opportunities are not highlighted in schemes of work which leads to a lack of consistency across the department. Teacher feedback varies from very thorough to irregular and not all comments are detailed enough to enable students to fully understand what they need to do to improve their work effectively, particularly less able students.

Leaders and governors have ensured that provision for religious education meets the Bishops' requirements. The budget allocation for religious education is in line with other core subjects. Learning walks, lesson observations and book reviews occur as part of the school's monitoring processes. A two year cycle has been introduced for more formal review of areas of learning and experience (AOLE). However, religious education has not been reviewed to date and it is therefore too early to judge the impact of this initiative. Teaching and learning remains the focus for development and accurately reflects the needs of the school so that they are able to continue to improve. The link governor meets with the head of religious education each half term to monitor progress and discuss areas for improvement. Progress against targets is reported at full governors' meetings through the planned data capture. Department improvement planning is reviewed annually and student voice has begun to be used to inform future development of the department. However, milestones identified are not always measurable to ensure that the department achieves the intended outcome.

## 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

3

#### Provision

The quality of collective worship provided by the school

2

#### Leadership

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

3

3

Prayer is provided during form time in the morning and through year group assemblies. Students are respectful and the majority participate thoughtfully in prayer. However, a significant number remain passive and students at key stage 4 do not participate well enough in saying traditional prayers. Student involvement in the delivery of morning prayer is limited although a few examples of meaningful prayer were experienced by students at key stage 3. Students' active participation in the preparation of prayer and liturgy is underdeveloped and students report that they are merely given the prayers to read. Work needs to be undertaken to ensure that prayer meets the requirements of the Prayer and Liturgy Directory. Prayer is not always given priority by students with a significant number failing to understand the link between prayer and liturgy and their everyday lives. Students are familiar with the Lord's prayer but not all students experience traditional Catholic prayers. A retreat is available for students in year 9 to visit St David's Cathedral. Although retreats for other year groups have been planned in previous years they are currently not provided for students. A few parents expressed the desire for their children to experience a retreat at least once during their child's period at school.

School assemblies are planned and form part of the rhythm and routine of life at St John Lloyd. Assemblies are linked to the Church year and have a scriptural context as well as prayer. During the inspection, collective worship on the theme of talents led to work in tutor groups on how students show the love of Jesus in their lives through acts of kindness. This was linked to the SVP Advent hamper appeal. Voluntary Mass is provided on Wednesday lunchtimes each week although the numbers attending remain very low. Year 7 welcome Mass, year 11 leavers Mass and Mass for St David's Day are all celebrated but no provision is made for students to experience Mass in school on Holy Days of Obligation. The Sacrament of Reconciliation is

available for students during Advent and Lent. The chapel is a calm and reflective space, however, it is too small and does not support the learning environment of the school well enough, as class groups are not able to celebrate Mass in the space provided. Space is provided for students of other religions to pray and students appreciated the opportunity to pray during Ramadan.

Leaders and governors have a policy for collective worship. However, they have not ensured that prayers are provided consistently across all year groups in the school. The effectiveness of prayer is variable and the monitoring of this has not been rigorous enough. Opportunities for students to contribute to and participate in the evaluation of prayer is limited and this needs to be encouraged for students to develop their understanding of prayer. The governing body is kept informed about the prayer life of the school through the headteacher's report and by attending important celebrations during the year. Systems have not been formalised well enough to support governors in being fully involved in the monitoring and evaluation of prayer. Consequently, outcomes are not shared to ensure the consistency of what is being delivered. Staff report that prayer is modelled so that they are all aware of what is expected of them in the delivery of prayer. Further work is needed to enable all students to have the same high-quality experience of prayer and liturgy and that delivery is consistent across all year groups in the school.

## Information about the school

|  |   |
|--|---|
| Full name of school                            | St John Lloyd Catholic Comprehensive School                                 |
| School unique reference number (URN)           | 401763  |
| School DfE Number (LAESTAB)                    | 669/4600  |
| Full postal address of the school              | St John Lloyd Catholic Comprehensive School, Havard Road, Llanelli SA14 8HD |
| School phone number                            | 01554 772589  |
| Headteacher                                    | Andrew Hurley   |
| Chair of Governors/Trustees                    | Anthony Jones   |
| School Website                                 | <a href="https://www.stjohnlloyd.co.uk">https://www.stjohnlloyd.co.uk</a>   |
| Trusteeship                                    | Diocesan  |
| Multi-academy trust or company (if applicable) | N/A   |
| Phase  | Secondary   |
| Type of school                                 | Voluntary Aided School  |
| Admissions policy                              | Non-selective   |
| Age-range of pupils                            | 11 – 16   |
| Gender of pupils                               | Mixed   |
| Date of last denominational inspection         | 25 – 27 February 2013   |
| Previous denominational inspection grade       | Good  |

## The inspection team

Mr Garry Maher  
Mr Brian Davies

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 |