

**A report on**

**Roath Park Primary School**

**Penywain Road  
Roath Park  
CF24 4BB**

**Date of inspection: January 2026**

**by**

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

## About Roath Park Primary School

Name of provider	Roath Park Primary School
Local authority	Cardiff Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	451
Pupils of statutory school age	346
Number in nursery classes	60
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.7%)	12.3%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	4.3%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	30.3%
Lead partner in Initial teacher education	Yes
Date of headteacher appointment	03/04/2023

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Date of previous Estyn inspection (if applicable)	
Start date of inspection	19/01/2026

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](http://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Summary

Roath Park Primary School is a welcoming and inclusive school where pupils feel safe, supported and valued. Leaders and staff promote a strong culture of care and respect, which helps pupils develop positive relationships and a strong sense of belonging. Pupils behave well, show empathy towards others and engage positively in school life. They attend school regularly and approach learning with confidence.

Across the school pupils demonstrate positive attitudes to learning and participate enthusiastically in lessons. Most pupils develop strong communication skills and express their ideas clearly. Most read accurately and with good understanding, supported by a strong reading culture and well-chosen resources. Writing skills develop securely over time, and this enables most pupils to write clearly for a range of purposes. In mathematics, most pupils make strong progress and apply their knowledge confidently, including when solving problems.

Most teachers plan engaging learning experiences, manage lessons effectively and use assessment information well to support pupils' progress. They provide purposeful feedback that helps pupils understand how to improve their work.

Provision for pupils who need additional support is a notable strength. Staff work closely with parents and external agencies to ensure that support matches pupils' needs and reviewed regularly. Pupils benefit from targeted interventions that support both their learning and well-being.

Leaders provide effective leadership and use self-evaluation processes appropriately to identify priorities for improvement. They support staff development through relevant professional learning. The school offers a broad curriculum that reflects its values and local context, although opportunities to develop pupils' spiritual understanding and learn about the traditions and beliefs of broad range of religions are less well developed. Governors provide effective challenge and support and ensure that resources are used carefully to benefit pupils, including those with socio-economic need.

## **Recommendations**

We have made one recommendation to help the school continue to improve:

- R1 Provide opportunities for pupils to reflect on their own beliefs and the beliefs of others, through the curriculum and daily acts of worship

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

## Main evaluation

Roath Park Primary School is a welcoming and nurturing school where nearly all pupils feel safe, valued and supported. Leaders place a strong emphasis on developing respectful relationships, kindness and emotional awareness in pupils. Staff help pupils to recognise and understand their own feelings and those of others and resolve conflict appropriately. This approach supports pupils to show high levels of respect, empathy and consideration in their interactions.

### Spotlight 1

Leaders demonstrate highly effective and compassionate leadership, placing positive relationships at the heart of school life. They establish a strong culture of care, trust, empathy and kindness, which enables staff to form secure and trusting relationships with pupils and their families. This approach supports pupils' emotional wellbeing effectively and helps them to engage positively with learning. Through this, pupils develop a strong sense of belonging, which encourages them to attend school regularly.

Staff understand their roles and responsibilities in keeping pupils safe and there is a strong safeguarding culture across the school. Leaders address challenges related to the building and site robustly to ensure a safe and secure environment. The school responds promptly and effectively to any incidents of bullying and nearly all pupils know who to approach if they have a concern. Initiatives such as the schools' 'Peer Mediator' programme support older pupils to resolve low-level playground disagreements independently.

Across the school, nearly all pupils demonstrate exemplary attitudes to learning. They behave respectfully and contribute confidently to lessons from an early age. Most pupils start school with communication skills appropriate for their age. Staff model rich and accurate language consistently. This enables pupils to engage confidently in discussion. As pupils progress through the school, they build successfully on these foundations. They use an increasingly broad vocabulary and express their ideas with confidence.

Most pupils develop secure reading skills. Younger pupils listen attentively to stories, predict events accurately and read simple instructions confidently during practical tasks. As pupils progress, they read with increasing fluency, expression and understanding. Most older pupils demonstrate strong comprehension skills, including inference, skimming and scanning, and discuss how authors use language and structure to create meaning and impact. A strong culture of reading across the school, supported by a wide range of engaging texts, encourages pupils to read regularly and for pleasure.

Teachers plan frequent and purposeful opportunities for pupils to write for a range of audiences and purposes. Younger pupils use the knowledge of letters and sounds to spell familiar words and write simple sentences independently. As pupils progress, most develop strong writing skills across a range of genres, using engaging vocabulary and accurate punctuation. Older pupils present work neatly and apply techniques learned from reading to enhance their own writing.

Pupils develop their Welsh language skills appropriately as they move through the school. Younger pupils use simple sentences to introduce themselves and talk about the weather and their likes and dislikes. By Year 3, most pupils build confidently on these foundations, asking and answering a range of questions with minimal support. Progress is less secure in older year groups, where pupils often lack confidence in extending responses and make limited use of sentence structures beyond the present tense.

Across the school, most pupils make strong progress in mathematics and develop increasingly secure knowledge, skills and understanding. The youngest pupils establish firm foundations in number through rich mathematical talk and well-planned play-based provision. As pupils progress, they develop fluency in number applying their skills with increasing accuracy and independence. By the end of Year 6, most pupils reason effectively and apply their mathematical understanding confidently in purposeful, real-life contexts. Most pupils develop their problem-solving skills well. They collaborate effectively, think flexibly and try new strategies confidently.

Teachers plan worthwhile and engaging opportunities for pupils to develop their digital skills. Younger pupils use simple digital tools appropriately, while older pupils apply more advanced skills creatively and purposefully to support their learning. Nearly all pupils understand how to stay safe online and demonstrate an appropriate awareness of ethical issues linked to emerging technologies, including artificial intelligence.

Most teaching across the school is highly effective. Stimulating environments, purposeful activities and skilled adult interactions promote pupils' independence, curiosity and a secure understanding of their learning. In most classes, teachers manage the pace of lessons well, they explain tasks clearly and revisit prior learning effectively. Thoughtful questioning supports pupils, particularly in older year groups, to articulate their thinking confidently.

Teachers know pupils well and use this knowledge to provide highly effective support and challenge. High expectations, clear learning intentions and well-judged interventions help pupils understand how to improve their work. In a few lessons the purpose of learning and the level of challenge are less clear. Most teachers provide purposeful feedback and use peer assessment strategies well. Pupils respond positively, demonstrating increasing independence and ownership of their learning. Teachers use a wide range of assessment

approaches effectively to check understanding, address misconceptions and deepen learning.

## **Spotlight 2**

Monitoring of pupils' learning is a strong feature of the school's work. Leaders and teachers monitor the academic progress and wellbeing of all pupils closely, including those affected by poverty, pupils with English as an Additional Language (EAL), and those with Additional Learning Needs (ALN). Regular observations of learning enable staff to identify emerging needs promptly and adapt teaching and interventions, accordingly, supporting improved outcomes for all pupils.

The school offers an authentic and purposeful curriculum that reflects its values and local context. Curriculum experiences are further enriched by meaningful visits and authentic learning opportunities that enhance pupils' engagement and understanding well.

Pupils' cultural understanding is developing appropriately. They learn about inspirational people from Wales and from Black and Minority Ethnic Backgrounds, as well as the religious festivals and traditions shared by families within the school community. Pupils' spiritual development is less well developed. They do not participate regularly in acts of collective worship and there are limited opportunities for them to explore and learn about the beliefs and traditions of a broad range of religions.

Provision for pupils with ALN is a notable strength. Leaders work effectively with external agencies and parents and carers to ensure a multi-disciplinary approach to support pupils. Robust procedures are in place to monitor the progress of pupils with individual development plans. Well trained and highly dedicated support staff deliver a range of targeted well-being interventions, which have a positive impact on pupils' emotional well-being and readiness to learn.

Pupils have valuable opportunities to share their ideas and contribute to school life. The school's Senedd and pupil leadership groups enable pupils to take on leadership roles and make meaningful contributions to school life and events.

The school benefits from an effective model of distributed leadership, which strengthens leadership capacity among staff. Teachers are encouraged to be innovative and plan exciting learning activities to address agreed priorities. Leaders use robust self-evaluation and monitoring processes to identify areas for development, manage workload effectively and secure sustained improvement.

Leaders ensure that staff benefit from a range of worthwhile professional learning opportunities that support them in their roles. Recent work to enhance learning environments and develop pupils' independent use of mathematical resources has

strengthened pupils' independence in learning. Governors provide effective strategic oversight and challenge through regular meetings and first-hand monitoring. They support well-considered financial decisions, including the effective use of the pupil development grant. Leaders also work collaboratively with initial teacher education providers to support student teachers effectively, and this partnership is highly valued by the school.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. ‘*most pupils...*’ or ‘*very few pupils...*’. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with Section 28 of the Education Act 2005.

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