

A report on

Windsor Clive Primary School

Grand Avenue

Ely

CF5 4HX

Date of inspection: February 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Windsor Clive Primary School

Name of provider	Windsor Clive 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	469
Pupils of statutory school age	349
Number in nursery classes	63
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%)	65.4%
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%)	16.9%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	33.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2025

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Date of previous Estyn inspection (if applicable)	01/06/2018
Start date of inspection	09/02/2026

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

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

Summary

Windsor Clive Primary School is a caring and inclusive community where leaders and staff are committed to ensuring that all pupils are supported to succeed. Across the school, staff foster calm, respectful classrooms and build positive working relationships with pupils. Many pupils behave well, feel safe and show respect for adults and one another.

The school has developed a curriculum that revisits important ideas, such as heritage and change, as pupils move through the school. This supports pupils to broaden their understanding of their community, Wales and the wider world. There is a suitable focus on developing pupils' speaking, reading and writing skills. Many pupils make solid progress in reading and develop secure writing skills over time. In mathematics, most pupils build appropriate calculation skills and apply their learning in practical contexts. However, opportunities for pupils to deepen their thinking, particularly in independent learning activities, are not always challenging enough.

Provision for pupils with additional learning needs (ALN) is a notable strength. Staff identify needs early and provide well-structured, nurturing support. Most pupils with ALN make good progress in relation to their starting points.

The school has strong links with families and the wider community. Leaders respond thoughtfully to the challenges faced by many families and provide practical support through initiatives such as family workshops, coffee mornings and access to community provision. Close partnership with external agencies strengthens this work. These effective relationships help families engage positively with the school and support pupils to attend regularly and focus on their learning.

Leaders have a clear understanding of the school's strengths and areas for development and have strengthened leadership roles. Alongside staff, they demonstrate strong commitment to improvement and regularly introduce new initiatives to strengthen provision. However, at times, the breadth of initiatives limits opportunities for effective approaches, particularly in teaching and learning, to become securely embedded and to have a sustained impact on pupils' progress.

Governors are supportive and committed to the school's inclusive ethos. While they understand their statutory responsibilities well, their knowledge of pupils' standards and national priorities is still developing. The school has a strong safeguarding culture and works well with families and the wider community to help pupils attend regularly and to feel secure and ready to learn.

Recommendations

We have made three recommendations to help the school continue to improve:

- R1 Strengthen the consistency of effective teaching across the school.
- R2 Strengthen opportunities for pupils to develop and apply their thinking skills creatively and independently across the curriculum.
- R3 Sharpen self-evaluation and improvement planning to secure sustained improvements in teaching and the curriculum.

What happens next

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

Main evaluation

Windsor Clive Primary School is a caring and inclusive community where leaders and staff work with dedication to ensure that every child is given every chance to succeed. Many pupils enter with skills below those expected for their age. Leaders prioritise pupils' readiness to learn, particularly in the early years. This helps most pupils to settle quickly into school life and make good progress from their starting points.

Across the school, staff create calm and respectful learning environments and foster positive professional relationships with pupils. Many pupils, particularly in younger classes, have positive attitudes to learning, engage well with adults and talk enthusiastically about their work. Many older pupils behave well, are courteous and feel safe and respected by staff.

In many classes, teachers set clear success criteria and use questioning appropriately to check pupils' understanding. In the best examples, teachers use useful strategies to identify and address pupils' misconceptions. Staff monitor pupils' progress carefully using a suitable range of assessment information, including regular professional dialogue, to inform their planning. The school is beginning to develop useful approaches to feedback and pupil self-assessment. Where these are most effective, pupils improve the quality and depth of their work purposefully.

The school is developing a progressive curriculum organised around key ideas, such as heritage and change, from Nursery to Year 6. Planning is flexible and responsive to local and global events. This supports pupils to consider their role within the community and the wider world and to develop their moral, social and cultural awareness thoughtfully.

Leaders have introduced independent learning activities which incorporate pupils' ideas and interests. In a few instances, these provide suitable opportunities for pupils to collaborate and apply their skills across areas of learning. However, these activities are not always challenging enough to develop pupils' knowledge and deepen their thinking systematically across the wider curriculum.

Overall, pupils make suitable progress in developing their oracy and communication skills. In the early years, staff provide meaningful opportunities for talk and model vocabulary effectively. By Reception, many pupils speak with increasing confidence and use adventurous vocabulary when describing their learning experiences. By Years 5 and 6, many pupils are articulate speakers who respond thoughtfully when encouraged. However, opportunities for older pupils to debate, justify their ideas and respond to one another at length are sometimes missed. Consequently, a minority of pupils lack confidence to extend their answers beyond brief responses.

Many pupils make strong progress in reading from their starting points. Many younger pupils develop suitable phonic knowledge and decode simple words accurately. By Year 6, many pupils read with appropriate fluency and demonstrate a sound understanding of the texts they encounter. Opportunities for older pupils to engage with increasingly complex and engaging texts both with adults and independently are underdeveloped. As a result, although a majority of pupils enjoy reading, a minority struggle to develop their deeper understanding or articulate their personal responses to the text.

The school has a systematic approach to teaching a range of different types of writing, and pupils apply their understanding of these suitably across the curriculum. By Year 6, most pupils organise their ideas clearly. Overall, spelling, punctuation and grammar develop suitably as pupils move through the school. However, teachers often over direct writing tasks and pupils rely too heavily on support, which restricts their ability to write independently and creatively.

In mathematics, pupils make suitable progress across the school with many older pupils developing secure written calculation skills. In the best practice, teachers model methods clearly, helping pupils to approach tasks with confidence. Many pupils apply their skills in real-life contexts across the curriculum. In the early years and younger classes, pupils build their early mathematical knowledge effectively through practical and role-play activities, such as using money in familiar contexts, which strengthen their understanding of number. In a few areas of the curriculum, such as data handling, progression is not planned systematically enough to ensure that pupils build effectively on prior learning as they move through the school.

Teachers plan well for the development of pupils' digital skills. Pupils often apply their skills purposefully, for example when creating code to control working models in the 'Innovation Lab'.

In the early years, pupils develop their basic Welsh language skills well, through singing simple songs, repeating familiar phrases and joining in with games. Many older pupils enjoy using the Welsh language and, with support, can answer questions using familiar sentence structures and are beginning to develop confidence in using a wider range of vocabulary and language patterns.

The school's work to support pupils with additional learning needs (ALN) is a notable strength. Robust systems identify needs early and track progress carefully. Skilled teaching assistants play a central role in delivering consistent classroom and specialist support, which has a positive impact on pupils' learning across the school. The Special Resource Bases (SRBs) and 'Hive' provisions offer nurturing, well-structured environments where pupils' communication, regulation and independence are prioritised. Staff in these classes understand pupils' needs well and use specialist assessments to set appropriate,

individual targets. Most pupils in these classes make good progress in line with their individual starting points. In the SRB for younger pupils, staff ensure that structured and carefully organised activities enable pupils to revisit and consolidate key skills and concepts at an appropriate pace, supporting them to develop increasing independence.

Spotlight: Raising aspirations through strong community partnership

Windsor Clive Primary School is a trusted and valued hub within its community. Leaders and staff understand the significant social and economic challenges many families face and respond with practical, compassionate and highly visible support.

The Family Engagement Officer plays a central role in reducing barriers to learning and the community shop and foodbank ensure that families experiencing financial hardship receive timely support. All staff support families by holding regular coffee mornings to provide parents with a safe space to discuss emotional well-being and family concerns, helping to build trust and reduce isolation. The school also offers accredited family learning courses and a range of workshops to support parents and pupils engage positively with the school.

Through this strong partnership with families and the wider community, the school raises aspirations for all and supports pupils to achieve beyond the challenges they face.

Since her recent appointment, the headteacher has secured an accurate understanding of the school's strengths and areas for development and has strengthened leadership roles across the school. The senior leadership team work effectively together and share a strong commitment alongside all staff to improving outcomes for pupils. Leaders undertake a useful range of monitoring activities to evaluate provision and inform improvement planning. Professional learning opportunities link suitably to the school's priorities and individual teachers' needs. Leaders at all levels reflect regularly on practice and introduce changes to strengthen provision. At times, this can lead to a wide range of approaches which does not always allow practice to become securely embedded and impact effectively on teaching learning.

Governors are supportive and committed to the school's inclusive ethos. They have a secure understanding of their safeguarding and financial responsibilities. Their understanding of pupils' standards and current national priorities is still at an early stage of development.

There is a strong safeguarding culture across the school. Staff receive regular training and understand their responsibilities. Most pupils report that they feel safe and know whom to approach with concerns. Leaders work effectively with external agencies to support vulnerable pupils and the school's arrangements to promote attendance are effective.

Leaders and staff work closely with pupils, families and external agencies to support improved attendance, and as a result the gap in attendance between pupils eligible for free school meals and their peers is narrowing over time.

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 does not have 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)

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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