



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Radyr Primary School  
Park Road  
Radyr  
Cardiff  
CF15 8DF**

**Date of inspection: January 2019**

**by**

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

## About Radyr Primary School

Radyr Primary serves the community of Radyr and Morganstown on the outskirts of Cardiff. There are 460 pupils on roll aged 3-11. The school has 15 classes, including 48 part-time pupils in the nursery.

The average percentage of pupils eligible for free school meals over the last three years is around 2%. This is well below the average for Wales of 18%. The school has identified 7% of pupils as having additional learning needs, which is well below the national average of 21%. Around 6% of pupils come from ethnic minority backgrounds, among these pupils there are 13 different home languages.

The headteacher took up the post in April 2016. The school was last inspected in January 2011.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Radyr Primary School benefits from strong and effective leadership. The headteacher has developed a very supportive and hardworking staff team, who show commitment to the school and its pupils. Leaders and governors work together purposefully and are prepared to embrace new initiatives and make changes to develop the school further. The school provides a safe, happy and caring learning environment, which supports pupils' personal development well. Across the school, pupils' behaviour is exemplary. Teachers provide pupils with a wide range of innovative and stimulating learning opportunities, which effectively engage most pupils to succeed and give of their best. Nearly all pupils make good and, at times, very good progress as they move through the school. Those who have additional learning needs receive very good support and also achieve well in relation to their targets. Pupils' communication skills are particularly strong, and they apply their literacy and information and technology skills effectively in a range of contexts. Numeracy across the curriculum and pupils' Welsh language skills are less well developed.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Develop pupils' ability to apply their numeracy skills in their work across the curriculum
- R2 Improve pupils' Welsh language skills across key stage 2
- R3 Ensure that there is a consistent approach to setting individual pupil targets for improvement across the school

## **What happens next**

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

## Main findings

### Standards: Good

As they move through the school, nearly all pupils work hard and make good progress from their starting points. Most acquire new knowledge and skills at a level in line with their potential. Pupils who have additional learning needs progress well in relation to their personal targets and individual abilities. More able pupils feel suitably challenged by many aspects of their work and, by the time they reach Year 6, a majority of this group achieve good or better standards in all areas of learning.

In all year groups, almost all pupils' oracy skills are very good. For example, in Year 1, pupils explain clearly why they need to build a den and a trap to protect themselves from the Welsh dragon, using interesting vocabulary choices. In key stage 2, pupils present their own work creatively and perform for a variety of audiences. For example, they explain the functions of immersion and enrichment days to the governing body. This helps to develop articulate and confident pupils who are happy to explain their points of view and give their opinions in a mature and respectful manner.

Standards of reading are good in both the foundation phase and key stage 2. Many pupils in the reception classes develop their reading skills quickly and use their phonic knowledge well to decode simple unknown words. By the end of Year 2, most pupils read with accuracy and independence. Most pupils in Year 4 use an index and glossary well to find specific information. Older pupils in key stage 2 develop as enthusiastic and fluent readers. More able pupils read with impressive understanding and expression for a range of purposes. They discuss their favourite books and authors and explain and justify their choices clearly. Most older pupils develop effective higher order reading skills through carrying out their own research, for example in Year 6 on life in the trenches in World War 1. More able pupils skim and scan texts quickly to locate specific pieces of information accurately.

In the foundation phase, nearly all pupils make good progress in their writing skills. Most write letters, instructions and recounts well using vocabulary to engage the reader. They spell high frequency words accurately and punctuate simple sentences correctly. In key stage 2, all pupils write interesting pieces in a range of genres. For instance, Year 6 pupils write emotive letters home from the Western Front showing good levels of empathy. Their writing is usually clear and lively, with a variety of sentence starters and structures and correct use of paragraphs. Most pupils in both key stages apply their literacy skills well in areas of learning across the curriculum. However, throughout the school standards of presentation and handwriting are too variable.

In the foundation phase, most pupils achieve well in mathematics lessons at a level in line with their age and ability. In particular, many pupils use their skills well to solve a range of simple problems with increasing independence. For example, pupils in Year 2 successfully investigate different ways to build a tower using blocks of four colours. Most older pupils apply their numeracy skills well in other areas of learning. For instance in Year 1, pupils draw and interpret accurately a block graph of animals found in Africa.

In key stage 2, most pupils achieve well in their number work but their understanding of other mathematical applications is not always as well developed. Most apply their knowledge of number well to solve a wide variety of problems using their own strategies. For instance, pupils in Year 6 calculate the volumes of different cuboids and the time taken to fill these with water. However, in most key stage 2 classes, pupils' ability to apply their numeracy skills in their topic work to a similar standard that they achieve in mathematics is underdeveloped.

In the foundation phase, standards of Welsh are good. Most pupils understand, use and respond to simple words and phrases. Pupils in a reception class take part enthusiastically in simple conversations to share basic personal information, such as their names and how they are feeling. As they move through the foundation phase, pupils continue to build successfully on a range of appropriate language patterns. In key stage 2, younger pupils read simple texts accurately and answer basic questions about the text with good understanding. However, in Year 6 pupils do not extend their Welsh skills well enough by building on their previous learning.

Most pupils' information and communication technology (ICT) skills are good across the school. In the foundation phase, many pupils use a simple drawing programme to produce pictures with growing independence and take photos using a tablet to record their learning. Older pupils save their work confidently to an application that is shared with parents, their teacher and the class. They use software appropriately to show younger pupils how to include video clips and captions in presentations. A few pupils collaborate on work through a digital platform and respond with relevant comments to questions posed by their teacher to enhance their understanding. By the end of key stage 2, nearly all pupils articulate clearly how to stay safe on line. They understand the importance of not sharing personal information and the need to use strong passwords.

### **Wellbeing and attitudes to learning: Good**

Across the school, pupils enjoy devising a range of interesting and relevant ideas for inclusion in their topic work during immersion days and this extends their learning effectively. For example, for a topic on the 'Great Outdoors', Year 5 pupils planned and took part in a camping trip to Miskin Mill, for which they obtained considerable funding for tents from the parents' association following a presentation of their ideas. Such opportunities support the development of pupils' independent learning skills well. Pupils in key stage 2 contribute enthusiastically and sensibly to the recently introduced pupil parliaments, these are beginning to have a positive impact on the life and work of the school.

Behaviour across the school, in lessons and in free time, is exemplary and nearly all pupils are extremely courteous and well mannered. Pupils who occasionally find it difficult to cope in unstructured situations enjoy attending the lunchtime construction clubs that enable them to interact positively with other pupils and staff. These arrangements help to ensure that pupils feel safe and secure in school and they have confidence that staff will deal positively with any rare incidents of unacceptable behaviour. Pupils reflect suitably upon and consider their own actions and behaviour. For example, in Year 1, after listening to the story of 'Betsy goes bananas', pupils understood the difference between acceptable and unacceptable behaviour when they encounter minor difficulties.

Many pupils enjoy attending the good selection of extra-curricular clubs, such as choir, recorder, drawing and code club. This provision enables pupils to extend their learning experiences effectively and enhances their creative and sporting skills in particular. A minority of pupils enjoy learning to play musical instruments, for example the guitar, piano, drums and the recorder, and they relish opportunities to perform for their peers at events such as the Christmas concert.

Most pupils understand the importance of eating healthily and keeping fit. Pupils in Years 5 and 6 who cycled to Cardiff Bay and back as part of a curriculum enrichment day enjoyed the experience and appreciated the importance of such an activity in contributing to their fitness levels. A few pupils who need support to build their self-esteem value time in the 'chalet' where they reflect on their feelings in a calm and secure place.

Across the school, nearly all pupils are interested in and well-motivated by their learning. Nearly all pupils enjoy coming to school and their attendance is very good. They work well independently, even at a young age. For example, groups of pupils in a reception class work well unsupervised on a range of appropriate literacy activities during a guided reading session. Most pupils sustain their concentration well for appropriate lengths of time. They co-operate with each other and persevere when they find their work challenging. However, pupils are not always aware of what they need to do to improve their work, particularly in mathematics.

### **Teaching and learning experiences: Good**

All teachers plan interesting lessons with a range of motivating activities that are well matched to pupils' abilities overall. Learning objectives are clear and focused and in all classes teachers share these with pupils. Most teachers make explicit their expectations for the outcomes of activities by sharing specific success criteria with groups of pupils. This helps pupils to know what is expected of them and to produce work to the required standard. Most teachers set high expectations for their pupils and ask purposeful questions that promote pupils' thinking and build on previous learning successfully.

All teachers provide effective verbal and written feedback and nearly all pupils respond positively to these comments. Pupils also have valuable opportunities to learn through assessing their own work and that of others, particularly in key stage 2. In nearly all classes teachers set pupils individual literacy targets, which give them a clear idea of how to achieve the next stage in their learning. Many pupils are motivated to work hard to achieve these targets ready for their next challenge. However the setting of numeracy targets is inconsistently applied across the school and a minority of pupils do not fully understand what to do to improve their work.

Working relationships between staff and pupils are very good in all lessons. Teachers create a purposeful learning environment in which pupils feel confident to ask questions and share ideas. Teachers manage pupils' behaviour well in all lessons and almost all pupils are respectful and attentive, supporting each other in their learning.

Teachers provide a wide and well-balanced variety of learning experiences based around a series of themes, such as 'Globe Trotters' and 'All things Welsh and

wonderful'. The school takes good account of the principles of the new curriculum for Wales. For example, all teachers include pupils increasingly in their learning, particularly by involving them in 'immersion days' at the beginning of each term. These days give pupils the chance to plan their own learning experiences, which link directly to their own interests based on what they already know and what they want to learn. This means that almost all pupils are highly motivated in their learning and are resilient and persevere when they face difficulties.

The school has successfully embedded the principles of the foundation phase. There is a very good balance of tasks led by staff and of those led by pupils. Teachers include pupils effectively in planning their learning experiences. For example, pupils in Year 1 plan activities for their 'mud kitchen', which include a range of interesting ideas such as pattern making for their dragon's den.

The outdoor areas have been enhanced considerably over the past two years to create stimulating learning environments. These provide varied opportunities for pupils to choose learning activities and to promote pupils' independent skills.

The curriculum promotes Welsh history and culture successfully and provides a clear focus on the Welsh heritage and local places of interest. This contributes well to pupils' understanding of their local area, their history and culture. For example, pupils visit Llancaiach Fawr and the Rhondda Heritage Centre. The provision for pupils to develop their Welsh language skills in specific lessons is generally good. However, there are not enough opportunities for pupils to use and improve their Welsh oracy skills throughout the day in key stage 2.

Throughout the school, there is a broad range of opportunities for pupils to apply their literacy and ICT skills across all areas of the curriculum. For example Year 4 pupils have been researching online and debating which famous Welsh woman of the past should have a statue made of her and they have also created a data base of Welsh heroes. However the provision for pupils to develop their numeracy skills across the curriculum is less well planned and does not build well enough on pupils' prior learning.

### **Care, support and guidance: Good**

The school provides a caring, nurturing environment where all pupils are valued. As part of this, the provision for pupils with additional learning needs is a strong feature. The additional needs co-ordinator provides effective leadership. She helps staff to identify pupils' needs at an early stage and to put appropriate support in place quickly to meet these needs.

All pupils are tracked robustly and careful monitoring enables the early identification of pupils' requiring support. This process is supported well by effective individual educational programmes. A good example of this is the one page profile where pupils have the opportunity to influence their own targets. Parents are involved in writing individual education programmes and their opinions are valued. Good links with a wide range of external agencies provide specialist support when necessary. These processes enable most targeted pupils to make good progress in line with their individual targets.



The school provides effective support for pupils' wellbeing through the emotional literacy support programme. This allows for a safe and friendly environment where pupils can share their anxieties with a dedicated member of staff. There are appropriate arrangements in place to promote healthy eating and drinking. Most pupils are aware of the importance of healthy lifestyles and members of the pupils' parliament are contributing to the school policy to develop provision for food and fitness.

Pupils have many opportunities to become involved in the local community and are extremely proud of the impact they have. For example, the pupils' parliament take part in meetings with elderly residents in a neighbouring church hall, as part of a community loneliness project. Enrichment days are a strong feature of the school and take place termly. These actively encourage community involvement in the school. The community council has contributed generous funding towards resources for enrichment days.

The school provides many useful opportunities for pupils to appreciate cultural diversity. An example of this is the school's link with a school in Zambia, where pupils have raised funds to provide the school with much needed resources. The school invites guest speakers to increase pupils' awareness of other cultures.

Staff ensure that pupils develop their social skills and cultural knowledge effectively, for example through visits to Cardiff Museum the local mosque and with worthwhile links with a school in Zambia. Ministers from local churches visit the school regularly. They take services and help pupils to reflect on important issues. However, the school's provision for collective worship is inconsistent and does not always meet requirements.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Leadership and management: Good**

The headteacher provides strong and purposeful leadership. Together with an effective and hardworking leadership team, she has established a clear vision based on improving pupils' progress and outcomes, raising expectations and developing pupils' engagement in learning. As a result, nearly all staff feel valued and share the school's vision.

The school is developing staff professionally, establishing an extended leadership team that strengthens the school's leadership capacity. Leaders are beginning to promote a professional learning culture by encouraging staff to engage in action research into aspects of their areas of responsibility. For example, leaders have reviewed and revised colleagues' approach to developing pupils' independent learning and thinking skills.

All members of staff share positive, professional working relationships that support the school's caring ethos successfully. They have a secure knowledge of their roles and responsibilities and carry them out with commitment and enthusiasm. As a result, the school fosters professional and productive working relationships.

Arrangements for the performance management of all staff are effective. They help strengthen teachers' professional practice and support the school to achieve its goals through, for example, the introduction of individual pupil learning profiles. Leaders ensure that all staff have regular opportunities to undertake professional learning and training, for instance to develop a more creative curriculum in line with a current national priority. They evaluate the impact of training effectively on outcomes for pupils and the school. Additional professional learning opportunities are beginning to support staff well in developing their leadership skills.

Self-evaluation processes provide a good overview of the school's strengths and areas for development. They are based securely on a range of first-hand evidence and inform the priorities in the school improvement plan. Many of the priorities link well to national initiatives, such as improving pupils' skills in literacy and ICT. However, action plans to improve pupils' skills in numeracy and Welsh have yet to show impact. Leaders make effective use of pupil data to identify areas for improvement, for example through rigorous individual learner profile meetings with staff. These track pupil performance very carefully and identify intervention strategies to support their progress when necessary.

Members of the governing body bring a wide range of relevant skills and expertise to their roles. They know and support the school very well. They have a very secure understanding of the standards that pupils achieve and the provision the school makes for their learning. They use their knowledge well to challenge pupil outcomes and this helps to inform the school's priorities for improvement.

There are strong collaborative arrangements with other local schools. These have a positive impact on many aspects of school life, for example improving transition links with the high school. Teachers share their expertise in developing independent learning and thinking skills with other schools in the local consortium.

Leaders manage and deploy resources well. Support staff are effective members of the team and contribute well to improving pupils' standards, wellbeing and social skills. The headteacher, along with the governing body and school administration team, ensures efficient use of the school's budget and target specific resources to meet school priorities, for instance developing pupils' digital competency. Additional funding, such as the pupil development grant is used efficiently to support provision for pupils whose circumstances may make them vulnerable to underachievement, for example to deploy staff to deliver intervention programmes. They also provide beneficial pastoral care to support pupils' emotional wellbeing. As a result, the school achieves good standards overall of attainment and wellbeing.

## 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))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

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Publication date: 19/03/2019