



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

A report on

Llanedeyrn Primary School

**Wellwood
Llanedeyrn
CF23 9JN**

Date of inspection: July 2022

by

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

About Llanedeyrn Primary School

Name of provider	Llanedeyrn Primary School
Local authority	Cardiff Council
Language of the provider	English
Type of school	Primary
Religious character	n/a
Number of pupils on roll	435
Pupils of statutory school age	314
Number in nursery classes	64
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 21.3%)	39.2%
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 22.2%)	22.3%
Percentage of pupils who speak Welsh at home	
Percentage of pupils with English as an additional language	19.7%
Date of headteacher appointment	01/04/2022
Date of previous Estyn inspection (if applicable)	01/06/2013
Start date of inspection	05/07/2022
SI corroborated by Claire Morgan – Strategic Director 18/07/2022	

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.

Overview

Llanedeyrn Primary School is a happy, inclusive school that places a high priority on the wellbeing of its pupils. Nearly all pupils feel safe in school and know whom to ask for help should they need it. Many pupils show suitable levels of interest in their lessons and most enjoy the many additional activities they attend such as visits to the theatre or beach. There is a strong emphasis on the school's core values, which has a positive influence on pupils' attitudes and behaviours.

Most pupils, including those with additional learning needs (ALN) and those attending the special resource bases, make suitable progress from their individual starting points in a majority of areas of the curriculum. They make good progress in their speaking, listening, and writing skills. However, pupils do not always make effective progress in their reading or numeracy skills. Individual targets for pupils with ALN are not always clear enough and a minority are not reviewed effectively enough to ensure pupils make the best possible progress.

Nearly all staff have effective working relationships with pupils. Teaching across the school is suitable in the majority of lessons. Teachers throughout the school encourage children and praise pupils for their achievements. However, a majority of teachers do not differentiate lessons well enough to meet the needs of all pupils. The teaching of younger pupils is often heavily directed by adults resulting in limited opportunities for pupils to develop their creative and problem-solving skills.

The recently appointed headteacher leads by example and provides a good role model. Leaders identify many aspects of the school's work that are in need of improvement and the steps that are needed to achieve them. The headteacher has developed a clear vision for the school based on its core values, which are shared and understood well by pupils, parents, staff and governors.

Recommendations

- R1 Ensure that all pupils make effective progress in the development of their numeracy and reading skills
- R2 Improve the quality of teaching to ensure that all pupils make effective progress
- R3 Ensure that pupils from nursery to Year 2 develop their create and problem-solving skills through effective opportunities for exploration and play
- R4 Improve the process for identifying and reviewing individual targets for pupils with additional learning needs
- R5 Ensure that monitoring and development processes identify all important priorities and secure effective improvement

What happens next

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main evaluation

Learning

During their time at Llanedeyrn Primary School most pupils make suitable progress from their individual starting points in a majority of areas of the curriculum. This includes pupils with additional learning needs (ALN) in mainstream classes and in the school's specialist resource bases (SRBs).

Most pupils make good progress in developing their oracy skills. From a low starting point, most younger pupils make effective progress in developing their speaking skills. For example, nursery pupils ask simple questions and use vocabulary well when asking for watermelon or cucumber during snack time. In Year 2 many pupils apply their speaking skills well as they prepare and practice an oral presentation of how to make a sandwich. Higher up the school many pupils communicate clearly and vary their tone and language for different audiences. They explain their thinking using subject specific vocabulary and use an adventurous range of adjectives for effect. For example, when playing the role of an evacuee, pupils in Year 5 describe their feelings as 'bewildered' or 'perplexed'.

Across the school the progress pupils make in reading is variable. Most pupils in the nursery class listen to a story with interest and a few select favourite books, turning the pages and talking about the pictures confidently. In the reception class, a majority of pupils have a suitable understanding of the relationship between letters and sounds and how sounds combine to form words. By Year 2, most pupils show enthusiasm for reading. They read fluently, taking account of punctuation. Many older pupils read age-appropriate texts with suitable understanding and a few use expression well. For example, they call out "Breakfast!" when a character shouts up the stairs. Many identify favourite texts and authors with enthusiasm giving reasons for their preferences. However, a minority of pupils struggle to read unfamiliar words and do not recognise when they have made errors that affect the meaning of the text.

Many pupils make effective progress in writing. Pupils in the nursery class develop their mark making skills well as they use chalk on a large scale or begin to write a few letters. In the reception class pupils write lists and simple sentences with support from an adult. Older pupils develop a good understanding of the characteristics of different genres and apply their writing skills purposefully in many contexts. For example, they write a letter to the local council to highlight parking issues outside the school. Many pupils review and improve their work efficiently. They draft and redraft their work to make improvements, such as when they write a recipe for happiness. In Year 6, many pupils use paragraphs effectively to help them structure their writing. Many pupils use a varied vocabulary including subject-specific words and phrases. When reminded, a majority of pupils use a useful range of punctuation accurately to clarify meaning, such as commas and speech marks. Spelling of common words is generally accurate.

Most pupils develop and use an effective range of digital skills. From Year 2, they show high levels of confidence in accessing learning materials online. Throughout the school, they use digital equipment such as tablet computers confidently to

enhance their learning. However, a few ICT skills such as understanding spreadsheets are underdeveloped.

Pupils' Welsh language skills are developing suitably. In the reception class most pupils describe the weather in Welsh with enthusiasm. Older pupils in Year 4 develop their confidence using a variety of language patterns to ask and answer questions effectively. However, pupils' progress across the school is variable and most children do not use Welsh language outside of planned Welsh activities.

Younger pupils from the nursery to Year 2 develop their physical skills well. For example, pupils in the reception class access a beneficial range of physical activities during playtime. However, younger pupils' independent learning skills such as creative thinking and problem solving do not always develop as well as they could. In most instances, this is because tasks are overly structured by adults and opportunities for learning through play are largely limited to break times.

Overall, across the school pupils' mathematical and numeracy skills are underdeveloped. In the nursery many pupils count pieces of fruit up to 5. In Years 1 and 2 a minority of pupils are beginning to develop strategies to solve simple problems of addition and subtraction. However, a majority rely heavily on an adult to model each step of a calculation for them. In Years 3 and 4 many pupils solve simple problems involving money up to the value of £1 or find lines of reflective symmetry within shapes. Older pupils have a developing understanding of large numbers and place value. Many add and subtract 4-digit numbers using a column method effectively. However, a minority of pupils regularly make mistakes in their work and there are too many gaps in their knowledge. For example, pupils' understanding of measures and time is underdeveloped. A minority of pupils struggle to apply their numeracy to a range of contexts with accuracy.

Wellbeing and attitudes to learning

Many pupils including those in the SRBs have readjusted to school life well since September 2021 following periods of school closure due to the pandemic. Most older pupils understand well the school's core values, such as being respectful and responsible. For example, they explain that the school's values are very important to them and encourage pupils to treat others equally and with respect. As a result, most pupils behave well.

Many pupils develop well as ethical, informed citizens, especially through their work about current affairs, such as recent conflicts or climate change. They recognise a range of their rights in accordance with the principles of the United Nations Convention on the Rights of the Child (UNCRC). For example, they recognise their right to an education.

Many pupils have a suitable understanding of how to be healthy and safe. They understand the need to eat and drink healthily, for example the need to eat foods such as fruits and vegetables to maintain a balanced diet. However, a minority do not always apply this understanding in their own lives, for instance in their choice of snacks. Many pupils understand well how to keep themselves safe when accessing the internet. They talk knowledgeably about not giving out personal information to others when online and know what to do if they receive any upsetting messages.

Pupils with leadership roles and responsibilities enjoy supporting others and taking part in helpful activities. For example, the Criw Cymraeg enjoy sharing the phrase of the week with others. However, within these groups, over-direction from staff limits pupils' opportunities to develop their leadership skills.

Throughout the school, many pupils engage well with new and unfamiliar experiences and ideas. For example, pupils in the nursery taste the difference between fresh and salt water, and try a range of foods, such as sugar snap peas. Many older pupils take part enthusiastically in beneficial experiences, such as rock-climbing and fishing.

Most pupils understand well the importance of considering the feedback they receive from adults and make good attempts at improving their work using the guidance given. For example, in Year 3 pupils add questions to a letter to encourage the recipient to reply. They redraft to improve punctuation and consider their word choices so that their writing is made more interesting.

Many pupils begin the day ready to learn, sustain concentration and avoid distractions appropriately. Most work in pairs and small groups sensibly. In group situations, they share and discuss ideas appropriately, and this helps them complete tasks suitably. However, a few pupils, and particularly the oldest, do not always return from break times promptly and take a while to settle to their learning.

Owing to the coronavirus pandemic, inspectors will not report pupils' rates of attendance during the academic year 2021-2022. Inspectors will, however, consider the school's provision for monitoring and improving attendance as part of inspection area 4 (care, support and guidance).

Teaching and learning experiences

In response to curriculum reform, the school is working suitably towards a purpose driven curriculum that matches the principles and ethos of the Curriculum for Wales. Staff are beginning to trial interesting ways of approaching the curriculum through authentic experiences. For example, during 'project fortnight' many older pupils visit the theatre to see a musical which is then used as a starting point to learn about conflict. Pupils throughout the school, including pupils in the SRBs thoroughly enjoy these experiences and talk about them with delight.

The school has worked to improve provision to develop pupils' speaking and writing skills recently and this is having a positive impact on pupils' progress in these areas. For example, pupils benefit from regular opportunities to plan and improve their oral presentations. However, the quality of provision for reading is inconsistent. For example, the teaching of reading higher up the school does not always challenge pupils well enough. This results in a minority of pupils not making the progress of which they are capable. The curriculum for numeracy is not implemented well enough to develop pupils' skills effectively. For example, lessons do not build on pupils' skills progressively. Overall, the curriculum for Welsh language and digital competency skills supports pupils' development suitably.

A strong emphasis is placed on providing a rich and varied range of trips and visits that broaden and enrich pupil's experiences well. These support pupils'

understanding of a specific area of the curriculum and help to engage pupils in their learning. For example, older pupils visit Hampton Court Palace when learning about the Tudors, and younger pupils visit a monkey sanctuary when learning about animals.

A minority of pupils contribute to the curriculum, for example, younger pupils learn about how to care for pets after staff recognise their interest in animals. Teachers provide older pupils with opportunities to generate questions and make a few choices, such as how they would like to present their work. However, regular opportunities for pupils to determine what and how they learn are underdeveloped across the school.

Nearly all staff have effective working relationships with pupils, which fosters a supportive and inclusive environment. A few teachers use a range of engaging resources and approaches to develop pupils' interest successfully. For example, pupils in Year 3 create flood barriers with a range of materials including clay and sand before testing their effectiveness. This supports pupils' thinking skills well as they evaluate and consider how they can improve their constructions.

Teachers assess pupils' progress regularly, however, overall, this information is not used to identify next steps in learning effectively. As a result, teachers do not modify lessons effectively enough to enable all pupils to make the best progress. For example, many younger pupils are given the same number problems when they are at different stages in their mathematical understanding.

Teachers throughout the school encourage children and praise pupils for their achievements. A majority of teaching provides pupils with useful verbal or written feedback that helps pupils move forward in their learning. Many teachers give pupils a few opportunities to reflect upon and improve their work. However, overall, feedback during lessons does not support pupils learning effectively enough. For example, pupils' misconceptions are frequently overlooked.

Outdoor provision for the youngest pupils has been enhanced well to support learning through play. When in use, this provision supports pupils' communication, physical and personal and social skills well. However, overall, provision for pupils from nursery to Year 2 is overly directed by adults. This limits opportunities for children to explore, be creative and develop their problem-solving skills.

Care, support and guidance

The school is a caring and inclusive community that values all pupils and adults. There is a strong emphasis on the school's core values, which has a positive influence on pupils' attitudes and behaviours. All staff contribute purposefully to developing a caring ethos at the school. For example, they provide regular check-ins when pupils are invited to let staff know how they are feeling. Provision to support wellbeing ensures that many pupils develop a sound understanding of how to reduce stress and anxiety. For example, pupils in Year 6 take part in yoga sessions and describe how this helps them to relax.

The school provides relevant opportunities to develop pupils' moral, ethical and spiritual understanding during assemblies and classroom activities. Whole school

initiatives such as 'refugee week', when pupils learn about the plight of refugees, support this work effectively. Beneficial activities, such as litter picking and growing potatoes, support pupils to understand the importance of looking after the environment suitably.

The school encourages pupils to engage with the creative arts successfully through their studies and educational visits. For example, pupils in Year 3 create interesting work in the style of Nathan Wyburn, while pupils in Year 2 create imaginative portraits using a variety of collage materials. The well-established choir provides pupils with beneficial opportunities to perform for an audience at venues such as Wembley Stadium. The school celebrates its Welsh heritage positively through visits to local landmarks such as Cardiff Castle and Big Pit. The Eisteddfod is given high priority and pupils enjoy showcasing their use of the Welsh language through song, poetry and creative work.

The school has suitable arrangements to promote exercise and healthy eating and drinking and, as a result, many pupils understand the importance of choosing a healthy lifestyle. There are effective opportunities for pupils to be active during the school day. Prior to the pandemic the school provided a variety of extra-curricular sports clubs, such as rugby and cross country running. However, since returning to school in September these clubs have not been reinstated and this limits opportunities for pupils to become involved in regular sporting activity.

Staff identify the pupils that could benefit from additional support at an early stage. They provide a purposeful variety of interventions that help these pupils to make valuable progress in developing their literacy and numeracy skills and improving their wellbeing. For example, individual support for pupils with emotional needs helps them to feel calm at school and enjoy their learning.

Provision to support pupils with ALN is suitable overall. There are relevant procedures in place to monitor the progress of pupils and individual targets for learning are generally sound. However, a minority of targets are too broad and are not reviewed regularly enough. As a result, provision to support individual next steps in learning is not sufficiently focused to ensure these pupils make the best possible progress. Committed support staff provide effective care and guidance, which supports the well-being of pupils with ALN successfully.

The school provides a relevant education for pupils that attend the SRBs. Pupils are settled, and happy and behaviour is good. Pupils' individual education plans show targets for improvement that are generally suitable. However, similarly to those in mainstream classes, these targets are often too broad and not sufficiently focused to demonstrate regular improvements in learning and development. Targets are not reviewed frequently enough and the role of parents in producing and reviewing targets is underdeveloped. Pupils integrate with the mainstream classes appropriately through sharing break times and attending school trips.

The school has relevant policies and procedures for recording and monitoring pupil attendance. The school works well with outside agencies where pupil attendance is below the school target, and a range of strategies are used to support and engage families to improve attendance. The school has suitable arrangements to keep pupils safe, which meet requirements.

Leadership and management

The headteacher has faced many challenges since their recent appointment, including the difficulties caused by the COVID-19 pandemic. Within a short period of time, they have secured an inclusive ethos where all pupils are welcomed and valued. The headteacher leads by example and provides a good role model. They are ably supported by the deputy headteacher in creating a caring community with pupils' wellbeing at its heart. The headteacher has led the creation of a clear vision for the school based on its core values which are shared and understood well by pupils, parents, staff and governors.

The school's improvement priorities are relevant and reflect many of the needs of the school in the post-Covid 19 period suitably. For example, the school identified that the development of pupils' wellbeing and oracy skills was a priority on their return to school in September. School leaders undertake a suitable program of activities to monitor and evaluate the school's work. This includes scrutiny of pupils' work and formal lesson observations. However, evaluations of monitoring activity do not always ensure that all important areas for development are identified. For example, the need to improve the quality of teaching and learning in maths. As a result, pupils do not always make sufficient progress.

Leaders address local and national priorities efficiently. This includes the Curriculum for Wales, additional learning needs reform and recovery following the pandemic. Leaders have focused on professional learning and coaching that is supporting staff to develop a more effective understanding of the principles and expectations of the Curriculum for Wales suitably. Performance management procedures link appropriately with identified actions for improvement. A recent focus on developing staff skills in teaching oracy and writing has been successful, resulting in pupils making good progress in these areas.

Members of the governing body support the school's work suitably. They discharge their duties appropriately over a range of committees, often bringing useful expertise to their roles. The headteacher keeps them up to date with developments at the school and has supported them in their role as critical friends who hold the school to account for its performance suitably. Governors work with leaders and pupils to ensure that the school has appropriate arrangements to promote healthy eating and drinking. As a result, many pupils talk confidently about healthy eating habits and understand the importance of a balanced diet.

School leaders and governors manage resources effectively. They allocate funding appropriately to support the school's priorities, for example using funds to support the well-being of pupils and staff through enhancing outdoor areas. The school makes purposeful use of the pupil development grant to support pupils who are eligible for free school meals. It is used well to fund the delivery of effective intervention programmes and educational visits. This has a positive effect on both pupils' well-being and the progress they make in their learning. School leaders establish and maintain a strong safeguarding culture at the school.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers 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

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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