

**Report summary for parents
and carers on St Mellons
C.I.W. Primary School**
Date of inspection: February 2025

Summary

Over the past year, the school has experienced significant changes, including moving to a new building, a rapid increase in pupil numbers, and changes in leadership. In September 2024, an interim executive headteacher was seconded to the school. The new leadership arrangements have had a positive impact, but their long-term stability is uncertain. Leaders have created a clear vision for improvement and introduced worthwhile systems to monitor and evaluate progress. They are working closely with staff, governors, and the local authority to drive positive change and have established worthwhile professional learning partnerships with the executive headteacher's existing schools.

Many pupils start school with skills appropriate for their age. While they develop speaking and listening skills well, many pupils' progress in reading, writing and Welsh is limited. Many younger pupils are not yet sufficiently confident in applying new phonic skills to supporting their reading and writing. Only the oldest pupils use reading effectively for learning. Welsh language development slows as pupils move through the school, and many older pupils struggle to retain simple words and phrases in Welsh

Leaders and staff have created a calm and positive learning environment, and most pupils behave well, but too often teaching does not challenge pupils sufficiently. Whilst teachers support pupils with additional learning needs (ALN) well overall, they do not consistently provide enough challenge to help all pupils progress effectively.

The school has updated its curriculum to ensure pupil progress in all areas of learning and experience. Teachers support pupils' moral development effectively. However, overall, it is too early to measure the impact of the revised curriculum on the progress that pupils make with their skills, knowledge and understanding over time.

Leaders have established a strong safeguarding culture. They monitor attendance closely, with new strategies starting to improve attendance rates, although a minority of vulnerable pupils still have low attendance. Extra-curricular activities are limited, but new pupil voice groups now involve children in more opportunities to make decisions about their school.

While many governors support the school well, a minority need a clearer understanding of their roles in order to ensure they provide the most effective support and challenge for the school.

Recommendations and next steps

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

- R1 Secure long term leadership arrangements and improve leadership capacity at all levels including that of the governing body
- R2 Improve the quality of teaching
- R3 Improve pupils' skills in Welsh, reading and writing
- R4 Improve rates of attendance for those pupils at risk of the impact of poverty

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations. This is the most intensive level of statutory follow-up. Estyn will monitor the school's progress on a termly basis following the publication of the inspection report.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

© Crown Copyright 2025: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 07/04/2025