

**A report on**  
**Tredegarville C.I.W. Primary School**

**Glossop Road  
Roath  
Cardiff  
CF24 0JT**

**Date of inspection: May 2025**

**by**

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

## About Tredegarville C.I.W. Primary School

Name of provider	Tredegarville C.I.W. Primary School
Local authority	Cardiff Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Church in Wales
Number of pupils on roll	235
Pupils of statutory school age	176
Number in nursery classes	33
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 22.9%)	54.1%
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 11.1%)	7.4%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	69.9%
Date of headteacher appointment	01/11/2021

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Date of previous Estyn inspection (if applicable)	
Start date of inspection	19/05/2025

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](https://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

Tredegarville CIW Primary School is a welcoming place where pupils and their families are supported and valued. Respect, inclusivity, and fairness are at the heart of everything the school does. Pupils feel safe and secure in this family-friendly environment.

The school is very effective at promoting equity, anti-racism, and diversity. Lessons reflect different cultures and foster understanding and respect. The school celebrates its multicultural community and works well with parents and external partners. This ensures everyone feels welcome and included.

Pupils' well-being is a priority. There are good opportunities for pupils to take on leadership roles and to influence school life. Most pupils behave well. Teaching assistants lead specific programmes to help pupils manage their emotions and develop confidence and self-esteem. This has a positive impact on pupils' overall behaviour.

Teachers focus on improving pupils' speaking and communication skills effectively, which aids their overall literacy. During their time at the school, many pupils make good progress in acquiring reading, writing and mathematical skills. Most make good use of digital technology to enhance and support their work. In a majority of classes, teaching is highly effective and supports pupils to make strong progress. There are elements of effective teaching in most classes, but a few inconsistencies in practice mean that pupils' progress is not consistently strong in all classes

The headteacher provides strong and caring leadership. She has high expectations of staff and pupils. Leaders know the school's strengths and areas that require improvement. They act on these purposefully to create better outcomes for pupils. They make imaginative use of the limited space to provide a rich and balanced curriculum. The governing body provides valuable support and has a good knowledge of the school's work in implementing its priorities. Governors hold the school to account appropriately.

## **Recommendations**

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

R1. Ensure that learning provides an appropriate level of challenge for all pupils

R2. Address the inconsistencies in the quality of teaching to provide stimulating and purposeful learning experiences that move learning forward at a suitable pace

## **What happens next**

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

## Main evaluation

Tredegarville CIW Primary School provides an inclusive learning environment where pupils and their families are welcomed, supported and valued. The headteacher provides strong leadership and a clear strategic direction for school improvement. The focus on moral and spiritual values is a strength of the school and ensures that respect for others, inclusivity and equity are an integral part of the school's work. The school's vision is well embedded and visible in all aspects of school life.

### Spotlight 1: Celebrating diversity

The school's commitment to equity, anti-racism, and diversity is a significant strength. Learning experiences reflect diversity and promote fairness, equality, and respect. The school celebrates the lived experiences of its multicultural community and collaborates effectively with parents and external partners to achieve this. Leaders foster a culture of welcome, understanding, and belonging for all. They engage the diverse community in the life of the school through events such as culture cafes and carnivals. These strong practices are embedded within the curriculum very effectively.

Pupils' well-being is a priority at the school. Targeted intervention programmes support pupils' emotional development successfully and build their confidence and self-esteem.

Many teachers manage pupils' behaviour well in line with the school's relationship policy. As a result, behaviour across the school is generally good, but a very few pupils demonstrate challenging behaviour.

Teachers and support staff place a strong emphasis on developing pupils' speaking and communication skills. They encourage younger pupils to discuss their interests and ideas, establishing a solid foundation for further literacy development. As pupils progress through the school, they make significant progress in developing their communication skills. For example, older pupils discuss tolerance and cultural differences with maturity and understanding.

Adults use engaging phonics sessions to introduce sounds, letter names, and letter formation for younger pupils. Many younger pupils are beginning to use this knowledge effectively to produce simple pieces of writing. Most pupils' writing skills develop well over time, with many older pupils writing confidently and independently using an extensive, well-chosen vocabulary and correct punctuation and spelling. Older pupils develop strong skills in editing and improving their work independently. The school provides a structured approach to reading, which enables pupils to explore a variety of genres and make good progress. Many older pupils read confidently and independently. They use reading strategies effectively. In a few instances, pupils' reading material does not match their

level of reading competence well enough. Many pupils make impressive progress in developing their literacy skills given their starting points.

The school promotes the Welsh language and culture appropriately, and there are suitable opportunities for pupils to practise their skills. Consequently, pupils make steady progress in developing their Welsh language skills.

Many pupils make good progress in developing mathematical skills. Many younger pupils count objects reliably and recognise numbers up to 20. From Year 3, many pupils identify patterns within the times tables and develop rapid recall of multiplication facts. They apply this knowledge to daily classroom activities. Many older pupils demonstrate a good understanding of mathematical topics and develop effective calculation strategies.

Most pupils make significant progress in developing a wide range of digital skills. They apply these skills purposefully in their learning and use them effectively to present their work.

There are regular opportunities for pupils to develop physical skills. Younger pupils practise fine and gross motor skills by cutting, modelling dough, and riding tricycles. Older pupils participate in structured sessions and varied extra-curricular activities, resulting in good development of their physical skills. Leaders make highly effective use of every available space to offer pupils purposeful and engaging learning experiences both indoors and outside. Despite this, and due to limited space and organisational constraints, older pupils have fewer opportunities for free play.

The school supports the progress of pupils with additional learning needs (ALN) well. Staff identify pupils' needs swiftly and draw on additional expertise to tailor support appropriately. Nearly all pupils with ALN or English as an additional language (EAL) make suitable progress from their individual starting points.

The school's curriculum is broad and balanced. It incorporates pupils' interests and ideas for learning well. It focuses on developing a sense of belonging amongst pupils, promotes exploration and enquiry, and places creativity at its core. Pupils have ample opportunities to learn about a diverse and modern Wales and to study the lives of significant individuals, including those from minority ethnic backgrounds.

In the Nursery and Reception classes, adults develop pupils' skills effectively through a play-based curriculum. They provide varied, good-quality experiences for experimentation and independent learning. They work and play purposefully alongside pupils and make the most of every opportunity to develop their language skills.

Many teachers use questioning effectively to develop pupils' thinking and problem-solving skills. Staff encourage pupils to reflect on their learning and make improvements. In a majority of classes, teaching is highly effective and supports pupils to make strong progress. There are elements of effective teaching in most classes, but a few inconsistencies in practice mean that pupils' progress is not consistently strong in all classes. In a minority of classes, teaching does not always provide suitable levels of challenge, and learning tends to lack purpose. In these instances, pupils do not make the progress of which they are capable.

There are good opportunities for pupils to take on responsibility through a range of leadership groups, which are beginning to impact on the school's strategic direction. Pupils feel that their views are listened to, although many would like further opportunities to provide feedback to others about their actions. The school plans purposeful opportunities for pupils to experience the world of work, linking with local businesses, universities, and families to provide authentic, worthwhile experiences, for example working with the university architectural department to design Christmas lights for the city.

The roles and responsibilities of leaders and staff are well defined and communicated clearly. There is a strong team ethos among staff. The headteacher has begun to focus on building leadership capacity across the school and the wider leadership team contributes effectively to school improvement. Leaders have an accurate picture of the school's strengths and areas for development. Leadership at other levels is developing well and staff are eager to take responsibility for aspects of school life. For example, teaching assistants have led work to support pupils who struggle to manage their emotions. Provision for professional learning is comprehensive and effective, with leaders developing staff expertise and sharing good practice.

The school's governors provide valuable support and have a good knowledge of its work in implementing its priorities. They are kept well informed by senior leaders and staff with specific roles and responsibilities. They provide effective challenge to leaders and ask pertinent questions about the school's work. They engage in first-hand evidence gathering and use this information to hold the school to account appropriately.

School leaders and governors manage finances effectively. The school uses its grant funding, including the pupil development grant, well to ensure targeted support for pupils with additional needs and equity for all.



### **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/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

## 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.

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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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