

Bernadette Brooks  
St Cuthbert's R.C. Primary School  
Letton Road  
Atlantic Wharf  
Cardiff  
CF10 4AB

15/07/2025

Dear Bernadette Brooks

**Interim visit:** July 2025

A team of inspectors visited St Cuthbert's Primary School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

**Focus of visit**

**Ensure that self-evaluation and improvement planning focus suitably on strengthening pupil outcomes**

- The headteacher and senior leaders have established useful procedures to evaluate the overall effectiveness of the school's work. There is a clear self-evaluation schedule that identifies frequent opportunities for school leaders to analyse evidence about how well pupils learn and make progress. These processes provide useful opportunities to involve all staff and promote whole school collaboration.
- Through focused professional learning, the headteacher enables school leaders to carry out self-evaluation activities purposefully, whilst also building leadership capacity. This means that they are beginning to gain a more consistent and collective understanding of what is working well and what areas need to improve. For instance, following a school literacy audit, the introduction of a new phonics programme has impacted positively on improving younger pupils' literacy skills.
- School leaders ensure that all staff have an active role in the self-evaluation process. They gather first-hand information from learning walks, discussions with

Estyn, Llys Angor, Heol Keen, Caerdydd,  
CF24 5JW Ffôn: 02920 446446  
[ymholiadau@estyn.llyw.cymru](mailto:ymholiadau@estyn.llyw.cymru)  
[www.estyn.llyw.cymru](http://www.estyn.llyw.cymru)

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Estyn, Anchor Court, Keen Road,  
Cardiff, CF24 5JW Telephone: 02920  
446446 [enquiries@estyn.gov.wales](mailto:enquiries@estyn.gov.wales)  
[www.estyn.gov.wales](http://www.estyn.gov.wales)

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pupils, and scrutiny of pupils' work. Following these activities, leaders provide teachers with valuable individual and collective feedback that identifies good practice and indicates areas for improvement. Generally, these processes provide them with a appropriate understanding of the effectiveness of the school's work across aspects of its provision.

- Overall, leaders use the evidence they gather to make key decisions about the schools' strengths and areas for improvement appropriately. However, they recognise the need to strengthen their evaluation work, as it does not always focus sharply enough on evaluating the important aspects of teaching that have the most impact on pupils' learning and progress.

### **Ensure that teachers use pupil progress information effectively to plan for sustained improvement for all pupils**

- Leaders and staff have established systems to monitor pupil progress over time in a few key areas such as reading and spelling. This provides a helpful overview of pupils' attainment and is beginning to help identify pupils at risk of underachievement as well as those that have made strong progress.
- In a few cases, teachers use pupil progress information appropriately to target specific needs, such as improving pupils' knowledge of phonics. However, overall, teachers do not use ongoing evaluations and assessment effectively enough. Sometimes, this limits their ability to plan more effective learning opportunities that accelerate pupils' progress.
- In the best instances, teachers use effective teaching strategies during lessons to engage pupils in their learning. They create a good range of interesting tasks, ask probing questions and encourage pupils to explain their reasoning.
- In a few lessons, learning activities lack sufficient challenge or are overly directed by staff. As a result, a minority of pupils do not make the progress of which they are capable.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6813323>

Yours sincerely



**Liz Miles**

Assistant Director