

Report following monitoring

Level of follow-up: Significant improvement

Rumney Primary School

**Wentloog Road
Rumney
Cardiff
CF3 3HD**

Date of visit: September 2025

by

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

Outcome of visit

Rumney Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the Rumney Primary School from the list of schools requiring significant improvement.

Progress since the last inspection

R1. Develop the senior leadership team's capacity to strengthen teaching and learning across the school

The headteacher and recently appointed deputy headteacher have collaborated productively with the wider senior leadership group to foster a purposeful sense of teamwork. Leaders engage closely with the local authority, and with other local schools to further develop leadership capacity. There is now a clear vision for continuous improvement, and a culture of meaningful, proportionate monitoring, evaluation and review work. This is leading to early improvements to teaching and learning across most of the school.

Senior leaders understand their roles and responsibilities well. Together, they share responsibility for developing and delivering professional learning for staff for example, to improve the quality of teaching and curriculum planning. As a result, teachers are now beginning to plan pupils' next steps in learning more effectively.

Over the past year, leaders have focused successfully on improving teaching, learning and pupils' progress in mathematics. This has reinvigorated the teaching of mathematics across the school. Many pupils now enjoy their mathematics lessons, and their progress is beginning to improve. Leaders plan to use this successful model to secure further improvements to Literacy and Welsh.

A few governors engage in regular and suitable monitoring activities at the school. Senior leaders meet termly with the governors' standards, curriculum and evaluation committee where governors receive accurate information about the pace and impact of improvement. This helps them to hold leaders to account robustly.

As a result of well-focused work, leaders now share accountability and responsibility for the school's development. They recognise their pivotal future role in sustaining ongoing improvements to the quality of teaching and learning.

R2. Use the good practice currently in the school to ensure that all teaching is well matched to pupils' needs and enables all groups of pupils to make the progress they should

Leaders successfully foster a strong culture of professional learning that is driving improvements in teaching and learning. Staff value opportunities such as peer observation, coaching, collaborative planning, and visits to other schools, recognising how these activities strengthen their practice and promote greater consistency. This collaborative approach enables teachers to share and embed effective strategies more widely, ensuring that teaching is better matched to pupils' needs.

Generally, the quality of teaching across the school has improved. In the strongest practice, teaching is adapted effectively to pupils' needs, enabling them to make clear and sustained progress. Many teachers are becoming more confident in assessing pupils' progress and planning for their next steps in learning. In these classes, pupils benefit from well-structured opportunities to practise and develop their skills across a range of curriculum areas.

Teachers increasingly use a range of strategies to check pupils' understanding and support their progress, such as explaining what success looks like, asking effective questions and giving regular feedback. In the best lessons, they adapt activities promptly to meet pupils' needs. Teachers now target mathematics teaching more precisely, making purposeful use of practical and visual resources to help pupils of varying abilities and ages to grasp key concepts. Recent strategies such as "Make a Difference Time" and structured pitstops are beginning to reinforce understanding and deepen pupils' reasoning skills, particularly in mathematics. However, in a minority of classes, teachers do not always match tasks appropriately to pupils' abilities, or address misconceptions quickly enough. In these classes pupils do not make the progress they could.

There are termly pupil progress meetings. In partnership with teachers, they use these sessions well to establish a shared and accurate picture of pupils' attainment and progress. Together, they analyse assessment information to identify pupils at risk of underachievement. They improve progress and reduce gaps in attainment between different groups of learners. This process strengthens teachers' accountability, sharpens

the focus on pupil outcomes and contributes positively to raising standards across the school.

R3. Ensure that the school's provision enables pupils to develop their skills progressively and systematically

Leaders have taken purposeful steps to establish a clear and well-structured curriculum that supports the progressive development of pupils' skills. Staff contribute actively to its design. They make use of comprehensive plans that ensure a growing consistency across the school and support pupils to build their learning systematically.

Teachers are beginning to adopt an inquiry-based approach to plan more purposefully for the progressive development of pupils' skills, including problem-solving, critical thinking, collaboration and independent learning. They design meaningful contexts for pupils to apply these skills in authentic situations, which helps them see the relevance of their learning. This approach is increasingly effective in engaging pupils and provides valuable opportunities for them to take greater responsibility for their learning and make informed decisions about what and how they learn.

With an initial focus on mathematics, leaders work closely with external professionals and invest in well-planned professional development to strengthen teaching. This has enhanced staff understanding, improved pedagogy, and ensures a more consistent progression of skills across the school. As a result, pupils' mathematical outcomes show early signs of measurable improvement.

In the younger classes, teachers generally provide a broad range of purposeful learning experiences that promote early literacy and numeracy skills effectively. Across the school, where practice is strongest, tasks are carefully planned and differentiated, with effective modelling and well-chosen resources that support pupils' learning successfully. This helps pupils to develop confidence to apply their skills, participate purposefully in learning and sustain secure progress over time. In a few instances where teaching is less effective, provision focuses too heavily on activities that keep pupils busy but do not contribute well enough to the progressive development of their skills.