

St Peter's R.C. Primary School
Southey Street
Roath
CF24 3SP

23/10/2025

Dear leaders and staff

Interim visit: October 2025

A team of inspectors visited St. Peter's R.C. 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

Improve strategic planning and self-evaluation processes to enable the school to make and sustain necessary improvements.

- Leaders use a wide range of evidence, such as pupils' work, assessment data and progress meetings, to identify and address the areas for improvement that have the greatest impact. This approach has increased pupils' progress over time and secured improvements across the school, most notably in literacy, language and communication.
- Leaders have established effective links between staff performance management and school improvement priorities. This enables staff to contribute effectively to continuous school improvement by enhancing their own professional practice.
- The headteacher has established a clear vision for school improvement and fostered a culture that values staff development. Leaders provide effective coaching and professional learning opportunities that build staff confidence and expertise. The effective use of approaches such as triads and coaching promote professional dialogue, enhance reflective practice, and contribute to sustained improvements in pupils' progress.

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Teachers and leaders monitor pupil progress rigorously. For example, they hold regular pupil progress meetings to review the needs of all pupils. This systematic approach ensures that provision and interventions are responsive, carefully tailored and adapted to secure the greatest impact on pupils' learning and progress.
- Governors make a valuable contribution to the school's evaluation and improvement processes. They take good advantage of opportunities to develop their own skills and consider a range of first-hand evidence to provide effective support and challenge to school leaders
- Leaders involve parents effectively in the school's self-evaluation and improvement work through questionnaires, meetings and wider engagement. They use parents' feedback constructively and share outcomes with governors. This builds positive partnerships that strengthen relationships with families and improve support for pupils' learning and well-being.

Improve the quality of teaching and assessment across the school.

- Leaders consistently invest in high-quality professional learning for all staff. This, coupled with appropriate coaching and mentoring, has strengthened teaching and assessment across the school.
- Leaders and staff have consistently high expectations of teaching and learning. They use research and evaluation effectively to inform their pedagogy and continually adapt provision to meet pupils' needs.
- Nearly all teachers demonstrate a secure understanding of how pupils learn and apply this well to their daily practice. They employ a range of effective teaching approaches to support pupil progress and adapt provision where necessary. For example, in the early years, teachers use their knowledge of schema to plan purposeful provision.
- Across the school, teachers provide well-considered learning environments and use a range of teaching approaches successfully. This supports the youngest pupils to be curious, creative and resilient. As pupils move through the school, teachers adopt a responsive approach to grouping, which supports effective progress, particularly in mathematics.
- Teachers adopt a systematic approach to the teaching of reading and mathematics. They have strong subject knowledge and are high-quality learning role models for pupils. This impacts successfully on pupils' learning.
- Teachers and support staff foster positive, nurturing relationships with pupils, creating a strong sense of belonging. This supports, most pupils, including those with additional learning needs (ALN), to fully engage in their learning.

- Highly effective assessment arrangements are a consistent feature of teaching and learning. Staff use strategies such as questioning skilfully to help pupils to draw on prior learning, to challenge pupils thinking and to help them to move their learning forward

The school's/PRU'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/6813334>

Yours sincerely



Liz Miles

Assistant Director