

St Patrick's R.C. Primary School
Lucknow Street
Grangetown
CF11 6NA

19/12/2025

Dear leaders and staff

Interim visit: November 2025

A team of inspectors visited St Patrick'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

Ensure that younger pupils have effective opportunities to become independent learners through play and exploration

- Since the core inspection, leaders have reshaped the curriculum to prioritise play, exploration, and independence. Younger pupils spend extended periods in well-organised 'zones' where they choose activities, solve problems and increase independence in their learning. Older pupils are beginning to access a few similar opportunities, although these are at an early stage of development.
- The school works purposefully with external partners and draws on international research to help strengthen its curriculum offer. This has led to better opportunities for pupils to initiate play and develop skills through hands-on experiences that encourage creativity and independence.
- The learning environment is inviting and well-resourced. Pupils select tools and materials to complete tasks confidently. For example, pupils use hammers, nails,

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and glue to build wooden cranes and Christmas decorations. Many demonstrate persistence and enjoyment as they experiment with different approaches.

- The school's outdoor provision allows pupils plenty of opportunities to explore, take managed risks and develop skills effectively, such as their physical skills. Pupils build shelters, transport bricks in wheelbarrows, and build cars from tyres and wooden pallets, collaboratively.
- Teachers ensure there is a useful balance between adult-led learning and pupil-initiated play. Adults extend pupils' learning thoughtfully by linking experiences, such as cooking, to related skills, including sequencing. This helps many pupils to make strong progress.
- Overall, younger pupils now engage in a wide range of purposeful learning activities, such as experimenting with water trays and cooking muffins, with adults providing timely support when needed. These experiences build pupils' literacy, numeracy, and problem-solving skills while developing their confidence in managing tasks independently.

Strengthen provision across the school to ensure that pupils develop their engagement with, and enjoyment of, independent reading.

- Leaders have embedded a range of strategies across the school that support pupils to engage in effective independent and guided reading sessions. These are supported by high-quality reading resources. This ensures that pupils have purposeful opportunities to read every day, which has developed many pupils' confidence and reading skills.
- Leaders have strengthened staff expertise through a range of purposeful professional learning. This enables teachers to develop pupils' reading skills effectively. As a result, pupils engage with texts independently and apply comprehension skills confidently across the curriculum.
- Classroom environments promote independent learning and reading effectively. Clearly defined reading areas offer a wide range of texts, including Welsh-language books and novels. This choice has broadened opportunities for pupils to select texts that interest them and strengthened engagement and reading for pleasure.
- The school promotes a strong reading culture through initiatives, such as reader of the month, class swap shops, and regular library visits. These purposeful strategies increase pupils' motivation and broaden reading habits. Pupils speak positively about these opportunities.
- Most pupils speak positively about reading, for instance describing books as 'inspirational' and reading as 'fun'. The school's effective provision and well-planned initiatives foster these positive attitudes and create a culture where many pupils value and enjoy reading.



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For learners, for Wales

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website: [St Patrick's R.C. Primary School - Estyn](#)

Yours sincerely

A handwritten signature in black ink that reads 'Liz Miles'.

Liz Miles

Assistant Director