



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Radyr Primary School  
Park Road  
Radyr  
Cardiff  
CF15 8DF**

**Date of inspection: June 2011**

**by**

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



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

The school serves the community of Radyr and Morganstown, located on the outskirts of Cardiff about five miles to the northwest of the city centre. The catchment area is essentially urban although bordering on rural areas to the north. The majority of pupils come from the village and surrounding areas, with most coming from homes that are economically advantaged.

There are 317 pupils, aged four to 11 years old on roll. Pupils are taught through the medium of English, with Welsh being taught as a second language. The pupils are organised into 12 classes – two of which are mixed age classes. The last few years have seen more pupils leave for secondary school than have entered in the Reception class. Overall, numbers on roll have remained constant as a result of pupils starting school at various ages due to new housing developments in the area. From September 2011 the school will be organised into 11 classes.

The headteacher has been recently appointed, taking up his post in May 2011.

There are 24 pupils identified as having special educational needs, three of whom have statements of educational need. Approximately 3.8% of pupils are entitled to free school meals. There are 18.2% of pupils from minority ethnic backgrounds, representing 13 different home languages.

The 2010-2011 individual school budget per pupil for Radyr Primary is £3,048, which compares with a maximum of £14,067 and a minimum of £2,787 for primary schools in Cardiff. The school has the 90th highest budget per pupil out of the 102 primary schools in Cardiff.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The current performance is good because:

- pupils generally make progress and achieve well by the end of key stage 2;
- all pupils have very positive attitudes to their work;
- the majority of lessons show features of good and very good teaching;
- the school has an inclusive and welcoming ethos; and
- there is a wide range of extra-curricular provision for pupils.

### Prospects for improvement

The prospects for improvement are adequate because:

- school leaders are developing a strong sense of common purpose and are committed to school improvement;
- school leaders are focused on raising pupils' achievement; and
- governors are actively involved in setting the school's strategic direction.

However:

- although the recently appointed headteacher provides the school with a clear sense of direction, and has a clear view of the school's priorities for improvement, it is too early to judge the impact on improving pupils' standards and the quality of education provided; and
- self-evaluation overall has not, until recently, focused sufficiently on the quality of teaching and learning, and the current self-evaluation report has not yet had time to impact on standards and provision.

## Recommendations

To improve, the school needs to:

- R1 continue to focus on raising standards of achievement of all pupils;
- R2 improve the planning of key skills to ensure coherency, progression and development across the school;
- R3 improve teachers' planning to meet the needs of all pupils;
- R4 clarify the roles and responsibilities of school leaders at all levels to improve development planning; and
- R5 improve the partnership between the school and parents or guardians.

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

In three out of the last four years, pupils at seven and 11 years of age have attained standards that are significantly above the average in English, mathematics and science when compared to other schools in the local authority and in Wales. Pupils' performance is close to the average when compared to that of similar schools within the family. Pupils did less well in 2010 due the number of pupils in the cohort requiring additional support. Preliminary results for 2011 show a slight increase in key stage 1 and a significant improvement in key stage 2.

Comparing pupil performance in key stage 1 and key stage 2 to that of schools with the same percentage of pupils entitled to free school meals has placed the school generally within the upper 50% of schools in three out of the last four years. In science, results are lower. Over the last two years, pupils at 11 years of age have attained better in mathematics than in English and science. Although assessment results for 2010 show that girls performed significantly better than boys, particularly at key stage 1, there has been no consistent pattern of difference over time.

Pupils from minority ethnic backgrounds achieve on a par with all other pupils, as do pupils who are entitled to free school meals.

On entry to the Foundation Phase, many children already have skills above those normally expected for children of their age. Generally they make good progress and achieve well, though progress and good standards are not evident in all parts of the school.

Almost all pupils make appropriate progress in their communication skills. They read well and speak clearly and confidently with other pupils and with adults. Throughout the school, progress in writing is generally sound and many pupils write well and extensively in a variety of forms and across a range of subjects. The more able pupils produce work of a very high standard, particularly at the end of key stage 2. Pupils are able to discuss their individual targets and what they need to do in order to improve.

Pupils have very good information and communication technology skills and their creative skills, particularly within music and creative writing, are well developed.

Most pupils speak, read and write Welsh at an appropriate level and can discuss familiar topics with confidence within the classroom and in informal situations.

Pupils with additional learning needs make good progress in their learning and a majority achieve their potential. The number of pupils who achieve above the expected level – level 3 or above at key stage 1 and level 5 or above at key stage 2 – compares favourably with the average for the family of schools, the local authority, and Wales in all subject areas.

## **Wellbeing: Good**

Pupils understand and demonstrate the importance of a healthy lifestyle through eating healthily and adopting an active lifestyle. Pupils feel safe and secure in school and enjoy their activities.

Nearly all pupils have a positive attitude to their work. They listen intently and concentrate well on their tasks, and discuss their activities with enthusiasm and understanding. They work co-operatively as pairs or groups and make confident, well-informed contributions in classroom discussions. All pupils are courteous and respect each other's point of view and can justify decisions and opinions.

Attendance over the past three years has consistently been above 94.5% and exceeds the averages achieved by the local authority and Wales. Behaviour is exemplary, and pupils feel that this has improved recently, particularly during break and lunch times. There have been two fixed term exclusions of one day each during the past six years.

The school council allows pupils to assume positions of responsibility and they feel that they are a valued part of the school, and that school leaders and teachers listen to them and respect their opinions.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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## **Learning experiences: Adequate**

Across the school, a good range of learning experiences including extra curricular activities and visits to the locality and further afield stimulate and enthuse pupils to learn a range of skills. In a minority of lessons, the matching of work closely to the needs of the more able pupils and those with additional learning needs receives insufficient attention.

In the Foundation Phase, focus tasks are well planned and matched to the needs of the pupils. Pupils' independent learning skills are less well developed. This is because adults tend to intervene too soon in activities and do not allow pupils time to try out their own ideas and to learn from their success and mistakes.

Planning for the development of subject specific skills is effective, with pupils identifying the use of skills as success criteria within lessons. Less effective is planning for pupils to use and practise their key skills of communication and numeracy in their themes and subjects across the curriculum.

Opportunities for pupils to learn about sustainability issues through lessons and through their actions to conserve water and electricity within the school are good. Two members of the school eco committee are represented on the school council to influence policy on green issues.

Provision and planning for pupils' Welsh language development and the Welsh dimension are good and evident in all areas of the curriculum.

Pupils' understanding of Global Citizenship is promoted effectively through visitors to school and participation in workshops run by outside agencies, such as Water Aid.

### **Teaching: Good**

Generally, teachers use a wide range of strategies which motivate pupils and ensure that they make good progress. In all classes, teachers ensure opportunities for pupils to work individually, in pairs and groups as well as successfully leading whole-class discussion and presentations. They possess in-depth subject knowledge and use technology effectively to enhance learning. Teachers provide a good model in their use of language and most have good relationships with pupils. The majority of teachers have appropriate expectations of pupils, but learning objectives are not always shared with pupils. Many teachers evaluate their lessons, but those evaluations do not always focus specifically enough on the next steps in learning.

The majority of teachers provide constructive oral and written feedback, which clearly outlines how learners can improve. Teachers ensure that learners take note of written comments. Where comments were previously bland and uninformative, steps have been taken recently to improve upon this. Sharing of good quality work with the class has a positive impact on pupils' achievement, for example the effective use of technology to illustrate key teaching points.

Teachers plan for pupils to assess their own and others' learning, and this has had a significant impact on independent learning and pupils' understanding of their own learning in key stage 2.

Through assessment files, teachers successfully record steps in progress as well as parental views expressed at parents' evening. Though a comprehensive tracking system has been put in place, the analysis of data is not yet fully developed. Parents are kept informed about their children's progress, although written reports are not always sufficiently evaluative.

### **Care, support and guidance: Good**

The school has effective policies and procedures to promote health and wellbeing. The school council has been involved in the campaign to encourage healthy lunch boxes. Pupils have numerous opportunities to take part in physical activity, both during the school day and through extra-curricular activities.

The school makes appropriate use of the local authority's specialist services, to support and to advise on the needs of pupils. For example, social services and the school work closely when necessary to respond to specific needs. Systems are in place for referral and advice.

The school effectively identifies pupils with additional learning needs through standardised scores, ongoing assessment and the professional judgement of teachers. They receive additional help individually or in small groups. These sessions support class activities. The school has recently developed useful

individual education plans that provide these pupils with a clear focus for development.

The school has an appropriate policy and procedures for safeguarding.

Pupils' spiritual, moral and cultural development is managed well through a range of extra-curricular activities, both within the school and within the local community. The school assemblies provide the pupils with time for reflection, and are regularly enhanced by visits from local clergy and ministers of religion.

The school is a multicultural environment, where tolerance pervades the whole school. It strongly promotes respect for the beliefs and traditions of others. This has been further developed through the study of multi-cultural stories, and displays throughout the school re-enforce this. Opportunities have been provided for pupils to develop their understanding of life in other countries, for example Africa, through educational visits.

### **Learning environment: Good**

The school has a very positive ethos, which encourages all pupils to treat others fairly and with respect. This is a strength of the school.

All pupils have equal access to areas of the school's provision and pupils state that they are treated equally. There is a clear emphasis on recognising, respecting and celebrating diversity.

Attractive and extensive displays in classrooms and school communal areas support pupils' learning and celebrate pupils' achievements well. A good range of resources support pupils' learning needs well.

Given its age and layout, the school uses its accommodation effectively, and the classrooms and outside areas are mainly attractive and mostly well maintained learning environments.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The recently appointed headteacher provides the school with a clear sense of direction. He has identified key priorities based on external views and an evaluation of current systems and procedures.

In the very short time that the headteacher has been in post there have been a number of significant improvements to the school's ethos and culture. He has begun to establish an openness and transparency of approach, and is increasingly gaining the support of all stakeholders. It is too early to judge the impact of these initiatives on improving pupils' standards and the quality of education provided.

Staff at all levels are clear about their roles and responsibilities, and they generally carry them out effectively. Although the roles and responsibilities of the senior

leadership team do not currently reflect the needs of the school, the headteacher has identified a more strategic system of leadership, which is clearly focused on raising pupils' achievement. Leaders at all levels share a strong sense of common purpose and are committed to school improvement. They are embracing new opportunities for leadership and are becoming more accountable through a more purposeful use of data.

The school has a clear line management structure and appropriate performance management arrangements. However, targets set for teachers' development are not always sharp enough or carried through robustly enough to bring about improvements in practice.

Recently, the school has improved its use of performance information and introduced more specific target setting for individual pupils.

Governors are supportive, well informed about the work and performance of the school, and actively involved in setting the strategic direction. They make good use of the information, including performance data, to carry out their role in monitoring the school's performance.

School planning and policies make consistent reference to national and local priorities, such as the School Effectiveness Framework and the development of the Foundation Phase. Pupils' learning reflects well strategies such as the development of skills for lifelong learning and the promotion of the Welsh language.

### **Improving quality: Adequate**

Processes for self-evaluation and development planning are well established and draw appropriately on the views of all stakeholders. Recently, curriculum area self-evaluations have become more securely based on first-hand evidence of pupils' learning. However, self-evaluation overall has not, until recently, focused sufficiently on the quality of teaching and learning and performance data, and self-evaluation reports have not always accurately identified key areas for improvement. As a result, planning for improvement has not highlighted key areas for development and plans have not always identified measurable outcomes and clear evaluation criteria, or emphasised raising standards sufficiently. The current self-evaluation report has addressed many of these issues. However, this has not yet had time to impact on standards and provision.

The school has addressed recommendations from the last inspection report but actions have not brought about improvement in a few areas. Progress in monitoring and assessment procedures has been too slow and has not helped pupils to improve their performance effectively enough.

Although the school in the past has not benefited from a clear steer to improve standards or an effective distribution of responsibilities, leaders have brought about improvements in important areas. For example, strategies to improve pupils' reading and writing, improvements in moderation and assessment procedures and a focus on pupils' subject skills development have all begun to have a positive impact on pupils' achievements.

More recently, the school has benefited from a review by the local authority and the new headteacher has a clear view of the school's priorities for improvement. The school now has a clear rationale for improvement, and development planning is much more closely linked to strategic goals. Leaders at all levels are already active in addressing areas for improvement. A more rigorous approach to the analysis of data is enabling teachers to plan more effectively to raise standards.

The school participates in opportunities for teachers to develop their professional knowledge across the local authority, for example in science and global citizenship. However, there are too few structured opportunities for teachers to share and explore ways of improving their skills within the school.

### **Partnership working: Good**

The school works in partnership with a range of agencies, including the local authority and statutory and non-statutory services. There are also effective links with other local schools. The school works very well with its partner primary schools as part of the local cluster arrangements. The transition of pupils from primary to secondary schools is well organised and ensures that pupils settle well when they arrive.

Partnerships with the local community make a strong contribution to widening the choices for pupils. These partnerships help to enrich and support all pupils' learning and wellbeing. Pupils benefit from parents and carers and older people in the community assisting with learning activities, such as listening to pupils read. The school is developing stronger partnerships and improved communication with parents and carers.

### **Resource management: Good**

The school manages its resources well. It allocates spending appropriately within the constraints of the budget. There is a sensible balance between the responsibilities undertaken by governors and those delegated to the headteacher.

Funding is generally directed towards strategic priorities. Careful budgeting balances the staffing costs and the need to maintain effective provision and building maintenance.

Overall, staff are deployed well. The school makes good use of staff expertise, for example in providing curriculum enrichment opportunities. However, the deployment of teaching assistants in some areas of the school does not always contribute effectively enough to pupils' learning.

Overall, the school provides good value for money. This is because pupils generally achieve well and receive appropriate support in their learning.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to pupil questionnaires:

One hundred questionnaires were returned, but a small number of pupils did not respond to all questions. Nearly all pupils feel safe at school, and believe that they are doing well. They also believe that the school teaches them how to keep healthy. They feel that teachers and other adults help them to learn and make progress in their work and that they know what to do if they need support. Most pupils know whom to talk to if they feel worried or upset. Many pupils feel that the school deals well with any bullying that may occur, and that other children behave well in lessons. They think that homework set by teachers helps them to understand and improve their school work, and that there are enough resources for them to do their work. In the questionnaire responses, only half of the pupils feel that pupils behave well during playtime and lunchtime.

#### Responses to parents' questionnaire

About 50 parents responded to the questionnaire, which is a return of less than 25%. All parents who responded state that their child likes this school. Nearly all believe that teaching at the school is good, that teachers treat all pupils fairly and with respect, expecting pupils to work hard and do their best, and that the school makes the children feel safe. Nearly all parents state that the school helps their child to become more mature and to take on responsibility. Most parents feel that their child was helped to settle in well at the school, that pupils make good progress, and that their child is encouraged to be healthy and to take regular exercise. They believe that the school provides a good range of activities, and that pupils are well prepared to move on to the next stage of education. Many parents believe that homework builds well on school work, and that pupils with needs get the required additional support. They receive regular information about their child's progress, and feel comfortable about approaching the school with questions, suggestions or problems. They understand the school's procedure for dealing with complaints and believe that the school is run well.

## Appendix 2

### The inspection team

Terwyn Tomos	Reporting Inspector
Sarah Lewis	Team Inspector
Julie Price	Lay Inspector
Lynda Houston	Peer Inspector
Jonathan Bussy	School Nominee

## Copies of the report

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## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11