



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
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Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Roath Park Primary School  
Penywain Road  
Roath Park  
Cardiff  
CF24 4BB**

**Date of inspection: 1 - 3 February 2011**

**by**

**Mr P Mathias**

**Reporting Inspector, under contract to Estyn**

**for**

**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

Roath Park Primary School is situated on the north side of Cardiff in a mixed residential area. There are 469 pupils on roll including 64 children who attend nursery on a part-time basis. The number on roll has increased considerably since the time of the last inspection. The school was last inspected in the spring term 2005.

On entry, levels of basic skills vary considerably and are broadly in line with those expected of children of this age. A majority of children have under-developed English language skills when they begin. Nearly all are from the local area.

Children generally come from backgrounds which are neither advantaged nor disadvantaged. The home language of 43% of pupils is English. Of the remainder about 25 % speak Bengali and 25% speak Urdu or Pushtu at home. No pupil has Welsh as a first language. Forty one pupils have support in English as an additional language (EAL). Fourteen per cent of pupils are considered eligible for free school meals; this is close to the local and national averages.

Nine pupils have statements of special educational needs (SEN) and 14% have additional learning needs (ALN). These figures are close to local and national averages. No pupil was excluded in the last year. Four pupils are looked after by the local authority (LA).

The school holds the Basic Skills Quality Mark 3, Investors in People 2, Healthy Schools Award 2, the Eco-Schools Green Flag Award, the NAACE Award for information and communications technology (ICT), and the full British Council Award for International Schools.

The 2009/2010 individual school budget per pupil for Roath Park Primary School is £3,088 which compares with a maximum of £4,600 and a minimum of £2,700 for primary schools in Cardiff. The school has the 83<sup>rd</sup> 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>Good</b>

### Current performance

The school is good because:

- ICT skills are excellent;
- the progress pupils make in communication;
- the consistency of good teaching;
- pupils have positive attitudes and relationships;
- of the progress boys make; and
- of the high quality of provision for celebrating diversity and global citizenship.

### Prospects for improvement

The prospects for improvement are good because:

- the leadership and management shown by the headteacher and governing body are effective;
- the overall quality of teaching is good;
- the accuracy of school self-evaluation and school improvement plans (SIP); and
- the progress pupils make is good.

## Recommendations

In order to improve further, Roath Park Primary School needs to:

- R1 address the relative under performance of girls at key stage 2 (KS2) at Level 5;
- R2 continue to refine assessment procedures in order to identify pupils, including more able and talented ones, who would benefit from more focused support;
- R3 improve the organisation and quality of acts of collective worship for children in the Foundation Phase and KS1 so that greater emphasis is given to developing a sense of awe and wonder and an appreciation of the spiritual dimension to life; and
- R4 take steps to share the excellent practice in developing pupils' awareness of their place in the wider community and their responsibilities as citizens of the world.

### ***What happens next?***

Roath Park Primary School will produce an action plan that shows how it will address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### **Standards: Good**

The majority of children enter the school with limited English language skills. Nearly all make at least good progress in their learning and many exceed the levels predicted for them at the age of five.

Over the last three years pupils' performance at the end of KS1 in national teacher assessments for seven year olds in English, mathematics and science has been close to or just above local and national averages. Over this period the performance of eleven year olds in these assessments has been similar. Trends in KS1 show some improvement while those in KS2 are broadly static.

In 2010 pupils' results at seven years of age when compared to schools in similar circumstances (8-16% of pupils eligible for free school meals) were just above most of these schools in English and below in mathematics and science. The combined results were just below.

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In the KS2 results for eleven year olds, pupils' performance was just below similar schools in English and mathematics and well below in science. The combined results were below these schools.

Care should be taken when considering this information because in this school there are at least 14% of pupils considered eligible for free school meals. This almost places the school in the next band of schools.

From the evidence found in pupils' books, standards are generally good. School data confirms that nearly all pupils achieve well from their different starting points.

When compared to the family of schools across Wales to which the school belongs, the school performed above most of these schools.

In the 2010 national teacher assessments at seven and eleven years of age, girls outperformed boys when the results were combined. However, while girls outperformed boys in English at KS2; they did not do so in mathematics and science. The proportion of pupils achieving the higher level (Level 5) was above local and national averages. However, at this level girls performed significantly below boys.

Nearly all pupils entitled to free school meals and those identified with ALN make good progress. Those who receive support in EAL achieve well.

Considering the linguistic background of the pupils, many pupils make good progress in their Welsh oral skills. Pupils' ability to read and write in Welsh is developing slowly throughout the school. However, in Years 5 and 6 the quality of pupils' extended writing is often good. Most pupils' awareness of Welsh geography, history and culture is generally good.

Most pupils develop their communication and numeracy skills well and use them effectively in a wide range of contexts. Nearly all of them speak clearly and confidently and listen attentively to others. With very few exceptions, pupils' ICT skills are excellent. Pupils also develop their social and problem-solving skills very successfully.

### **Wellbeing: Good**

Pupils are knowledgeable and positive about the importance of healthy eating and the school council run tuck shop supports pupils in making healthy eating choices. Pupils are keen to assume positions of responsibility by acting on the School Council and as Eco Warriors and by supporting younger pupils by being "Chums" in the playground where they make a valued contribution to school life.

The school council is a strong feature of the school as pupil opinion is well represented. Their work on improving traffic safety on approach roads to school has been recognised by the local council.

Behaviour is predominantly good and pupils move around the school in a calm manner showing consideration for others.

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Attendance at 94.1% is marginally above the average for similar schools, the local authority and Wales. Most pupils arrive on time but a minority of pupils are consistently late for school.

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

The school is very effective at teaching pupils to be global citizens as they embrace the varied opportunities to learn about their place in the wider world through links with other schools such as those in China, India, Pakistan, Ghana and Nigeria. The pupils are involved in video conferencing, learning about different cultures and in charity fundraising. Such links are excellent and a strong feature of the school as pupils are aware of a wide spectrum of cultures, beliefs, ways of life and of their responsibilities in the world.

There is good provision for pupils to learn about sustainability and energy conservation and to learn about growing vegetables through the school allotment.

Provision for the development of pupils' Welsh oracy skills is good. Most adults use Welsh effectively around the school and this enhances the progress that pupils make. Staff provide a good range of opportunities for pupils to learn about the local area and the art, music and culture of Wales.

The school provides a good range of learning experiences to meet the needs of all pupils including those with ALN and EAL. In KS2, teachers build successfully on the thematic approach of the Foundation Phase. Teachers plan together thoughtfully provide consistency in learning experiences between classes.

There is very good provision for pupils to develop their communication skills across the curriculum through a wide range of well-planned activities. Teachers' short term planning identifies suitable opportunities to develop literacy, numeracy and ICT skills.

The school provides a very good range of extra-curricular activities which cater well for the needs and interests of pupils of all ages. The school provides excellent opportunities for pupils to develop their appreciation of religious and cultural diversity in Wales and the wider world.

**Teaching: Good**

The quality of teaching is good and includes some excellent examples. The consistency of good teaching is a strength of the school. Teachers in the Foundation Phase have good understanding of how to provide for children of this age and to ensure that their learning is fun. Teachers in KS1 and KS2 use a good range of strategies to hold their pupils' interest and clearly and concisely explain their objectives.

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In nearly all lessons teachers show good subject knowledge and infectious enthusiasm for what they want their pupils to learn. There are very positive relationships so that all pupils respond with confidence knowing that their efforts will be recognised warmly. In the best lessons teachers take well- judged opportunities to extend pupils' confidence to use Welsh in their responses. However this is not always put into practice across all classes. In a small number of lessons teachers do not provide sufficient challenge for the most able or hold high enough expectations for them.

Good assessment arrangements are in place which includes a new pupil tracking system. This is used throughout the school to inform initial planning and to identify pupils in need of support.

Teachers ensure that all pupils have good opportunities to consider how well they have learnt. The quality of marking is inconsistent. In many cases it is helpful and detailed but this is not always the case.

Pupil reports to parents are clear and informative. Parents and carers feel well informed about their children's achievements and progress.

**Care, support and guidance: Good**

The school is a caring community where pupils learn extensively about the importance of healthy living. Their wellbeing is developed effectively through a programme of well- planned sessions such as themed weeks on Family, Friendship and Healthy Heart. A comprehensive programme effectively supports pupil well-being and pupils learn self- respect through a good range of activities.

The school has an appropriate policy and has procedures for safeguarding.

Provision for pupils' spiritual, moral, social and cultural development (SMSC) is good overall; collective worship in KS2 makes a significant contribution to this. However collective worship in foundation phase (FP) and KS1 does not always provide sufficient opportunities for pupils to develop their spirituality and to reflect on important issues. The school successfully encourages pupils to develop effective social skills and increasingly take on responsibility for their own learning and improvement to their school.

The school has a good framework for personal and social education.

Provision for ALN is good. Learning needs are diagnosed early by staff which ensures that pupils are provided with appropriate support. The quality of the support from learning support assistants (LSAs) and external agencies is good. Pupils are involved in setting learning objectives. Learning plans are regularly evaluated and updated. Assessment, recording and reporting of pupil progress is thorough and satisfies statutory requirements and involves pupils, parents, staff and external agencies. Parents are regularly consulted over their children's progress.

Basic skills pupils are identified and appropriate support provision is accessed. Pupils with emotional and behavioural difficulties are well supported by trained staff.

### **Learning environment: Good**

The school has a positive ethos and is inclusive to all. The schools' work, policies and everyday practice are reflected in the school motto "Living together, Learning together, Growing together". Pupils' learning experiences are excellent at promoting equality and social diversity as they have extensive knowledge of difference cultures through celebrations of diversity in school and through their links with international schools.

The school ensures equality of opportunities for all pupils. It is an inclusive school which actively promotes equality and diversity through its personal and social education, religious education and wellbeing programmes. All pupils access the whole curriculum regardless of gender, race or religion. Teachers reinforce these principles effectively, particularly by encouraging pupils to consider and appreciate the views of others. Resources are appropriately allocated and are matched to pupils' needs.

The displays of work are colourful, relevant and stimulating. They support and enhance pupils' learning. The buildings and grounds are well-maintained. However space in the infant school is limited. There is insufficient room for the teaching of physical education or the provision of meaningful assemblies and acts of collective worship.

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

The headteacher provides a strong lead and holds high expectations of all staff. New initiatives are carefully considered and thoughtfully introduced. Staff morale is high and all work cooperatively together in well organised teams, with a clear commitment to make the school a success. There are good systems for those with responsibilities to evaluate and take effective actions to address future need. These are often closely related to performance management objectives.

The school gives careful attention to national and local priorities. A good start has been made in introducing the Foundation Phase. There is outstanding provision for pupils to appreciate global citizenship and their responsibilities to the wider world. Links with other local schools to agree standards are strong and mutually beneficial. Provision for pupils to increase their knowledge of and confidence in using Welsh is having a positive impact on standards.

The governing body is very well informed and closely involved in decision making. The chair is a regular visitor to the school and works closely with the headteacher and other governors to plan the way forward and to judge the success of spending decisions. Their role in holding the professional leadership of the school constructively to account is particularly well established and is a major factor in the school's progress.

### **Improving quality: Good**

The SIP clearly identifies strengths and areas for development, which are the result of appropriate monitoring by all levels of leadership. The self-evaluation report is detailed and accurately reflects the school's strengths and areas for development. The school regularly seeks the opinion of learners, parents and carers, and the wider community. The self-evaluation process is generally well established and rooted in first-hand evidence. Suitable progress has been made since the last inspection and the school continues to improve.

There is a well-established professional learning community in the school. Practitioners share their expertise with each other well, and this leads to improved provision. There is an effective network of professional practice with other schools, the LA and the wider educational community.

The school responds very positively to meeting the needs of all parents. It provides effective translation facilities and opportunities for socialising in small female only groups.

### **Partnership working: Good**

The school has a good range of partnership activities that enrich the pupils' learning opportunities and have a positive impact on their standards and wellbeing.

The school has a good range of partners and works effectively with these to enrich learning and support the local community. Links with the local provider of higher education are particularly strong and have a positive impact on pupils' learning and staff development.

There are effective partnerships with services that support pupils with ALN and those who have support in English as an additional language. The good links that exist between the local schools facilitate joint planning for learning and wellbeing. Nursery and older pupils benefit from the well-established transition links from home to school and KS2 to KS3. The school has established good partnerships to share resources with other local schools.

### **Resource management: Good**

The school has good quality resources. These are used appropriately to deliver good quality learning experiences and to raise standards. The school meets the requirements for workforce remodelling and the use of planning, preparation and assessment time. The SIP and the school self-evaluation report clearly identifies the links between spending and improvement.

The school gives good value for money.

## Appendix 1

### Responses to parent questionnaires

One hundred and ten parents completed the questionnaire. Overall, they expressed positive views about the school. All felt that their children were safe in school. Most were satisfied with the school and thought that their children liked school, were helped to settle in successfully and made good progress. They thought that behaviour was good and that their children were well taught by teachers who had high expectations of their children.

Most parents thought that their children were well treated, encouraged to be healthy and to become mature. They believed that their children received good support. They felt comfortable about approaching the school if they had problems. Most felt that there was a good range of activities, trips and visits provided for their children. They felt that the school was well run. Many parents believed that the homework given helped their children make progress in school. All felt well informed about the school's procedures for dealing with complaints and felt that their children were well prepared for the next phase of their education.

### Responses to learner questionnaires

One hundred and two pupils completed the questionnaire. Nearly all felt safe in school and knew who to turn to if they found work hard. Most knew who to go to if they were worried or upset. They thought that the school taught them to be healthy and to take plenty of exercise. Most thought that they were doing well at school and were helped to make good progress.

In the responses, many felt that the school deals with bullying effectively and that homework was helpful in enabling them to improve. They felt that they had sufficient resources and equipment to do their work.

A majority believed that all children behaved well at playtimes and at lunchtimes. Around half thought that other children behaved well and they could get on with their work. The evidence of the inspection did not support the view that this last aspect was a matter of concern for the school.

## Appendix 2

### The inspection team

Mr P Mathias	Reporting Inspector
Mrs J Marsden	Team Inspector
Dr DG Evans	Team Inspector
Mrs D Emmerson	Lay Inspector
Mrs C Archard	Peer Inspector
Mr C Skinner	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