



Report summary for parents and carers on Adamsdown Primary School

Date of inspection: May 2023

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

Overview

Staff at Adamsdown Primary School create a warm and welcoming place where its diverse school community thrive. Pupils are ambitious, respectful and very happy. They settle into school quickly, love learning and benefit greatly from the school's highly effective approach to language acquisition.

With a significant proportion of pupils coming from countries affected by conflict, the school's School of Sanctuary status is firmly at the heart of its work. Teachers, leaders, support staff and governors are committed to providing the support each pupil needs to access the curriculum, beginning with well-being and emotional support. The strong partnership with parents and nurturing ethos of the school ensure that all pupils feel safe and develop a strong sense of belonging. The school's effective partnerships with its community also contribute to its success in supporting pupils' well-being and providing an engaging curriculum.

Throughout the school, pupils make very good progress in most aspects of their learning. They are highly involved in choosing what and how they learn and, by the end of their time at the school, they develop a sophisticated understanding of their progress, and can explain clearly what, how and why they learn the concepts they cover. They relate their learning to the paths they will follow in future, building on the authentic learning opportunities teachers plan and the wide range of valuable experiences they encounter.

The thoughtful approach to meeting pupils' individual needs improves their life chances and raises their aspiration. The school's work on human rights and relationships provides pupils with a comprehensive understanding of equity, justice and empathy. Pupils develop their knowledge of their locality and the heritage and culture of Wales well, but opportunities for them to use the Welsh language regularly to improve their skills are limited.

Leaders support all staff to continuously develop their professional knowledge to improve their practice. This is a strength of the school and, as a result, staff make valuable contributions to the continuous improvement and effective evaluation of the school's work. Although they share their work with partner schools, leaders do not yet share their approach to curriculum development more widely to support other schools with this important reform.

Recommendations

R1 Improve standards in Welsh

R2 Share the school's effective practice more widely

What happens next

The school will draw up an action plan to show how it is going to address the recommendations.

Estyn will invite the school to prepare case studies on its work in relation to its approach to distributed leadership and its impact on self-evaluation, and on designing a curriculum to meet the needs of its learners, for dissemination on Estyn's website.



School context

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| Name of provider | Adamsdown Primary School |
| Local authority | Cardiff Council |
| Language of the provider | English |
| Type of school | Primary |
| Number of pupils on roll | 426 |
| Pupils of statutory school age | 333 |
| Number in nursery classes | 70 |
| Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.0%) | 69% |
| Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%) | 9% |
| Percentage of pupils who speak Welsh at home | 0.0% |
| Percentage of pupils with English as an additional language | 72% |
| Date of headteacher appointment | 01/05/2016 |
| Date of previous Estyn inspection (if applicable) | 01/03/2015 |
| Start date of inspection | 02/05/2023 |

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