



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Radnor Primary School**

**Radnor Road  
Canton  
CF5 1RB**

**Date of inspection: June 2023**

**by**

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

## About Radnor Primary School

Name of provider	Radnor Primary School
Local authority	Cardiff Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	263
Pupils of statutory school age	232
Number in nursery classes	0
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%)	21.4%
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%)	3.0%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	14.2%
Date of headteacher appointment	01/09/2005
Date of previous Estyn inspection (if applicable)	07/07/2014
Start date of inspection	19/06/2023

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection. Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Overview

Radnor Primary School is a caring and inclusive community where pupils and families feel respected and valued. The school provides beneficial opportunities for pupils to reflect on important values, such as equity and diversity. Pupils behave well and are respectful to teachers, their peers, and visitors. Relationships between staff, pupils, governors and parents are strong. This creates a thoughtful and supportive environment for all pupils and their families.

Many pupils enter the school with literacy and numeracy skills at the expected level or above. As pupils move through the school, they make suitable progress in most aspects of learning. They develop strong oracy and reading skills and an appropriate understanding of mathematical concepts. However, progress in their writing skills is not as strong, as adults do not always provide pupils with enough opportunity to write at length and across sufficient areas of the curriculum.

The school places an emphasis on developing a healthy lifestyle for the whole-school community. As a result, pupils' understanding of healthy living and the importance of being fit and active are outstanding. The school utilises the limited space it has exceptionally well to support pupils to be physically active throughout the school day. This is a notable feature of the school.

Provision for pupils with additional needs and those new to English are successful. The school involves parents, staff and outside agencies to ensure that planning for individual needs is effective. As a result, most pupils with additional needs and early language skills make good progress in their learning.

The school delivers a bespoke curriculum incorporating their local area well. It utilises the culturally diverse nature of their school and Wales effectively. Most teachers plan interesting and authentic learning experiences that build on pupils' existing knowledge and understanding. However, the use of assessment and feedback varies across the school. In a few classes, pupils struggle to verbalise what they have done well or what they could do to improve their learning.

The headteacher provides effective leadership and encourages a strong team ethos within the school. Leaders work well with the governing body to review strengths and areas for improvements within the school. However, leaders do not always ensure that the features of the most effective teaching are shared and implemented consistently across the school.

## Recommendations

R1 Refine self-evaluation processes to ensure that effective practice is shared consistently across the school

R2 Improve the consistency and quality of teachers' feedback

R3 Ensure sufficient challenging opportunities for pupils to write at length across the curriculum

## What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its work in relation to how the school promotes physical fitness for the whole-school community, for dissemination on Estyn's website.

## Main evaluation

### Learning

Many pupils start school with literacy skills generally above those expected. As they move through the school, most pupils, including those with additional learning needs (ALN) and those eligible for free school meals, make appropriate progress from their individual starting points. Most younger pupils with English as an additional language make strong progress, particularly in the development of their early reading skills.

Most pupils' oracy skills are strong. They are confident, articulate speakers and listen well to each other and adults. Most younger pupils develop their early speaking skills well, such as when they discuss the different languages they know. By the time they reach Year 6 most older pupils speak articulately with accurate use of subject specific vocabulary, such as when they explain the facts they have found out about their research on bees.

Most pupils develop their reading skills effectively. The youngest pupils start to use the sounds that letters make appropriately to read unknown words. As they move through the school, most pupils read fluently and with expression. They begin to develop higher order reading skills with increasing confidence, such as skimming and scanning.

The majority of pupils write appropriately across a variety of genres. The youngest pupils develop their letter formation and early writing skills suitably through daily writing practice. As they move through the school many pupils improve their ability to spell increasingly complex word patterns and show an appropriate understanding of punctuation. However, pupils' ability to write at length is less well-developed.

Most pupils have a good understanding of the four rules of number and can apply these skills well when solving problems. The youngest pupils can order numbers accurately. As they move through the school, most pupils can interpret data from pie charts, line graphs and other sources effectively. They use given information well to plot their own line graphs, for example when they compare the population in Australia and the UK over a period of time. They begin to apply their skills appropriately in

other areas of the curriculum, such as when they gather and interpret data about the number of cycling journeys made to school. A few older pupils do not always choose the most appropriate form of graph to represent the data they have collected.

As they move through the school, most pupils develop their skills in the Welsh language appropriately. For instance, the youngest pupils ask and answer simple questions. By the time they reach Year 2, many pupils express how they feel and identify different colours confidently. Many older pupils use a suitable range of vocabulary and sentence patterns, including use of the past tense.

Across the school, most pupils develop appropriate digital skills and apply these effectively across the curriculum. For example, they know how to send emails and apply these skills well, such as when they communicate with others about the conservation of energy. Many younger pupils learn how to create their own digital presentations. Most older pupils use computer coding skills effectively. For example, older pupils develop basic skills in programming simple robots and code a specialist digital device to make a small vehicle move when it meets a black line.

Nearly all pupils develop a wide range of effective physical skills, which they apply confidently to take part in a range of sporting activities such as cycling, athletics and rugby. From an early age pupils develop their physical skills well through daily play-based activities.

Many pupils develop appropriate creative skills. Younger pupils use natural materials effectively to create their own potions and collages. Older pupils enjoy exploring the work of other artists, such as when they try to re-create a picture in the style of Kandinsky.

### **Well-being and attitudes to learning**

Nearly all pupils feel safe in school. Most pupils know who to go to when they need support or advice, and they appreciate the care they receive from staff across the school. Most pupils know how to keep safe online. They understand the importance of creating their own protective passwords and not sharing these with anyone else.

Nearly all pupils make healthy choices at break and lunch time, and they can explain the importance of having fruit and vegetables in their diet. They understand the benefit of regular exercise and the part this plays in keeping them healthy. Nearly all pupils participate enthusiastically in a wide range of physical activities including tennis, cycling and running. The oldest pupils enjoy choosing their own form of daily fitness through the school's 'Blast Off' morning exercise provision.

Most pupils have a secure understanding of the school rules, and they behave well during lessons and whilst moving around the school. They are polite, respectful and friendly. Most pupils regulate and manage their emotions well. They develop suitable strategies to help them to be calm and to re-focus on their learning.

Nearly all pupils develop a strong understanding of fairness and equity. For example, older pupils explain their rights as children and articulate this effectively during discussions. Most pupils show a strong understanding of the importance of being

ethically informed, such as when older pupils investigate and explain the impact of climate change on the environment.

Most pupils participate enthusiastically in their learning. They enjoy learning about local issues and relish the opportunity to take social action and make a difference to their community. For example, older pupils have written to The First Minister and local councillors to complain about graffiti in parts of the local community. As a result, the council acted and removed graffiti in the local area. As they move through the school, most pupils develop strong leadership skills through their participation in the school's Senedd groups. Through this work, they develop an effective understanding of equity and social justice such as when they consider the impact of man-made change on local parks.

Most pupils have a strong sense of cultural identity. They enjoy celebrating their own culture and language and that of their peers and have an appropriate understanding of what it is like to live in modern day Wales.

As they move through the school, most pupils develop an appropriate understanding of their role as community members. For example, many older pupils enjoy working with the elderly through their work with the local care home, Pontcanna House. Through this they learn how to communicate effectively with others and develop an understanding of wider issues such as dementia.

Most older pupils develop an increasing understanding of the world of work and the importance of charities to support others. For example, through their annual business and enterprise week, pupils choose their own charity to donate any profits made.

Many pupils value feedback from adults and their peers. However, because of a lack of planned opportunities to respond to teachers' comments, they do not consistently improve their work following feedback from teachers.

Through their work on 'Remarkable Radnors', pupils learn about the talents and achievements of famous past pupils such as John Toshak. Through this, many pupils develop appropriate ambitions for the future.

## **Teaching and learning experiences**

Most staff establish warm and effective working relationships that promote and enable learning. Teachers and skilled support staff work together across the school extending learning effectively. All staff provide high levels of care. They show kindness and understanding and ensure that pupils' well-being is a priority.

The school has a clear vision for the development of its curriculum, which meets the needs and interests of pupils and the community well. The school provides interesting and authentic learning experiences via termly whole-school topics, such as 'Ready, Steady, Grow.' This ensures that there is sufficient breadth and depth of learning across all areas of the curriculum.

Teachers provide appropriate opportunities for pupils to influence the curriculum. For example, in the 'Yma O Hyd' topic, classes choose a social action to improve the community and bring about change, such as when pupils write to ministers to ask for graffiti to be removed.

Teachers provides systematic opportunities to develop pupils' basic skills in literacy and numeracy. They have recently introduced schemes to develop these skills. This provides a consistent approach to the development of skills and supports progression across the school. Whilst topics provide authentic learning opportunities, they do not always sufficiently challenge pupils to apply their skills across the curriculum, particularly in writing.

Staff and volunteers enrich the curriculum effectively through activities planned as part of the 'Radnor University' and through a variety of trips and visits. This provides pupils with meaningful contexts in which they apply their skills. For example, pupils in the running group use their numeracy skills well to calculate their speed.

Most teachers promote the Welsh language suitably. In the best cases they act as appropriate Welsh language models. Teachers ensure that the curriculum reflects the nature of the local area and the diversity of Wales and the wider world. The Criw Cynefin set tasks for pupils to research candidates for Welsh sainthood, such as Betty Campbell and Rhiannon Roberts. They have appropriate Welsh language lessons in addition to useful daily Helpwr Heddiw sessions and regular assemblies led by Criw Cynefin.

The school maximises the use of the limited outdoor space available to them. The youngest pupils access provision outdoors regularly. In addition, the school makes highly effective use of local outdoor spaces to support the delivery of the planned curriculum. For example, Year 3 and 4 pupils go to Thompsons Park to investigate angles around them, and younger pupils visit a local allotment to look after the plants.

Provision for the youngest pupils is generally appropriate. Many teachers ensure that play-based learning enables pupils to develop a range of skills. However, in a few cases this is not always carefully considered. This limits the opportunity to extend and challenge pupils from their individual starting points.

Many teachers act as good language models in English. They provide clear input and instructions to pupils and adjust teaching to suit the needs of the learners. They teach at an appropriate pace and use effective questioning. Skilled support staff provide additional support for pupils who are new to English. This ensures that they make good progress in their language acquisition.

Many teachers make links to prior learning and plan for the development of pupils' skills effectively. They use questioning skilfully to move learning forward. They provide helpful feedback to pupils that enables them to make progress in their learning. In a minority of classes, teachers use assessment information effectively to adjust their teaching to meet the needs of individual pupils and act on feedback to improve pupils' learning. However, this is not consistent across the school and, as a result, pupils do not make sufficient progress in a few areas, such as extended writing.

### **Care, support and guidance**

The school provides a range of effective support to meet pupils' emotional and social needs. Staff show high levels of care for pupils and develop positive relationships with them. They know their pupils well and adapt provision suitably to enable pupils

to access learning. For example, highly skilled teaching assistants provide effective emotional intervention to support pupils with identified needs.

Provision for pupils with ALN is appropriate and the school is working well to meet the requirements of Welsh Government's ALN reform act. The school is beginning to further develop its universal provision for all pupils by providing additional training for staff. The newly appointed Additional Learning Needs Co-ordinator (ALNCo) is highly effective. She monitors the progress made by pupils with ALN robustly, ensuring that provision is adapted suitably to meet the needs of pupils. She provides appropriate training to all staff to ensure that they understand their roles and responsibilities when supporting pupils with ALN. The school has positive relationships with parents and uses person-centred approaches effectively with families who have children with additional needs. As a result, the school is clear about these pupils' strengths, their barriers to learning and the approaches that best work to help them learn. The ALNCo liaises with cluster schools and outside agencies effectively to further her own skills and knowledge related to supporting pupils with ALN.

Across the school, skilled support staff provide beneficial support to pupils with English as an additional language. As a result, these pupils make strong progress in the development of their English skills.

The school knows its parents and the community well and values the support they give to improve pupil learning. Teachers forge strong relationships with families and encourage parents to share their skills or cultures with the school. For example, a few parents appreciate the opportunity to come into school to share their language, food and culture with pupils. This helps to develop pupils' understanding of diversity and inclusion effectively whilst engaging with the local community. In addition, a few parents share their own skills or talents with pupils as part of the 'Radnor University' enrichment initiative. This supports pupils effectively to develop new skills and to consider what their aspirations for the future might be.

Provision to develop pupils' physical health is a notable feature of the school. The school provides numerous opportunities during lessons and in after-school clubs to develop pupils' physical skills. For example, the school's daily 'Blast off' sessions for older pupils provide beneficial opportunities for pupils to choose a physical activity and keep fit. In addition, the school promotes physical fitness across the wider community through the provision of the school's monthly 'Bike Bus.' This provides a safe and fun way for pupils and their families to cycle to school. The school promotes healthy eating and drinking well through its prospectus and other communications with families and, as a result, most pupils bring in a fruit or vegetable snack at playtimes.

Teachers ensure that pupils understand their rights as children. They promote this effectively through planned activities during lessons, whole-school assemblies and through the work of the school's Pupil Rights Ambassadors. As they move through the school, teachers ensure that pupils have worthwhile opportunities to develop their leadership skills through the school Senedd pupil action groups. For example, the Pupil Health and Active Travel Team has recently planned new cycle routes for the 'Bike Bus' to encourage more pupils and their families to cycle to school. Generally, these pupil voice groups provide pupils with worthwhile opportunities to express their ideas and opinions, to take action and to make a difference.



The school provides appropriate opportunities to develop pupils' moral, spiritual and social skills through class and year group assemblies. Through these collective discussions, the school supports pupils effectively to develop the school values including kindness, respect and resilience.

Arrangements to track and monitor attendance across the school are robust. The school works with families and a range of external agencies effectively to provide support where appropriate. As a result, many persistently absent pupils show improvement in their attendance.

Arrangements for safeguarding are appropriate and give no cause for concern.

### **Leadership and management**

The headteacher has a clear vision for the school that places pupils' well-being at the centre. She shares this vision successfully with staff, pupils, parents and governors. As a result, all staff use the school values, active living, and the rights of the child effectively, to support pupils to become the best version of themselves, reflecting the school motto, 'Together we can do our best.'

Senior leaders understand their roles well and contribute purposefully to strategic planning. They implement and refine new initiatives and national priorities effectively, such as when introducing key elements of provision for pupils with additional needs.

The school's improvement priorities are relevant and based on a range of first-hand evidence gathered by all staff. As a result, most staff have a good understanding of each priority and generally work well together to make improvements to their daily practice. School leaders undertake a suitable programme of activities to regularly monitor and evaluate teaching and learning, curriculum coverage and pupil progress. Evaluations of findings often highlight progress made and identify areas for future improvement accurately. However, in a few classes, identified improvements are not always embraced and implemented fully. This results in a few inconsistencies between classes.

Performance management procedures promote teachers' professional learning successfully. Leaders ensure that individual staff, including teaching assistants, receive appropriate professional development to improve their skills and knowledge to better support pupils' learning. Whilst teaching staff work well in research triads to develop ideas to best support different aspects of learning, opportunities to share the most effective teaching practice across the school are generally limited.

Partnership between the school and parents is a strength and the school is very much at the heart of the community. Parents speak highly of the commitment leaders and staff show to supporting their children's learning. The school sensitively celebrates diversity, sharing the community's various religious and cultural traditions and helping to create a truly multicultural ethos. The school regularly communicates with parents through emails and phone calls. More recently the school has provided opportunities for parents to attend informative meetings to share various new initiatives, such as the school's development of its curriculum in line with Curriculum for Wales.

Governors are experienced, skilled and knowledgeable about the school's work and discharge their duties appropriately over a range of committees. They show strong support for the school and actively campaign on its behalf, for example by liaising with the local authority and Welsh Government to reinstate hot lunches at the school. Around half have first-hand knowledge of the school, as they visit regularly and take part in monitoring activities alongside members of staff. Governors ensure that the school takes appropriate steps to promote the importance of healthy eating and drinking. Governors work with school leaders to promote an appropriate safeguarding culture.

The headteacher and governors monitor the school's finances carefully, ensuring that expenditure enriches the curriculum by providing pupils with suitable access to quality resources and experiences. The school makes purposeful use of the pupil development grant to support pupils eligible for free school meals. It funds effective intervention programmes and educational visits to raise standards. Leaders carefully monitor the impact of grant spending to ensure that all groups of pupils make appropriate progress.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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