



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

Dear

Thank you for your email to Estyn regarding the monitoring report for Radnor Primary School. As requested, I attach a copy of the report.

Yn gywir / Yours sincerely

**Robert Gairey**

Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

**Estyn**

**Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate For Education and Training in Wales**

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**Report following monitoring  
Level of follow-up: Estyn monitoring**

**Radnor Primary School  
Radnor Road  
Canton  
Cardiff  
CF5 1RB**

**Date of visit: May 2016**

**by**

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

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**The monitoring team**

Mike Maguire	Reporting Inspector
Jonathan Wright	Team Inspector
Debbie Lewis	Local authority representative

## **Outcome of monitoring**

Radnor Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in December 2014.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

## **Progress since the last inspection**

### **Recommendation 1: Improve the performance of boys and pupils eligible for free school meals**

Strong progress in addressing the recommendation

The school has introduced a number of effective strategies to improve the performance of boys and pupils eligible for free school meals (FSM). Staff have also raised their expectations of what these groups of pupils can achieve.

Specific teachers have responsibility for the oversight of standards relating to boys and FSM pupils. In particular, these teachers hold regular discussions with boys to ensure that the school's resources are relevant and relate particularly to their needs and learning styles.

The school's planning and its detailed analysis of data focuses clearly on the achievements of boys and FSM pupils. Through regular meetings held to discuss pupils' performance, all teachers are held to account for the progress these pupils make. Pupils who are not making the expected progress are identified and given targeted outcome plans in order to ensure improvements are made. In addition, these pupils receive extra support from teaching assistants who have been employed specifically to work with them.

As a result of this comprehensive range of strategies, standards of achievement of boys and FSM pupils have improved significantly in the Foundation Phase and key stage 2. Teachers' most recent assessments and the work in pupils' books indicate that an increasing number achieve the expected and higher outcomes and levels.

In Year 2, most boys produce work at the higher outcome 6 and most FSM pupils work at the expected outcome 5 or above. In Year 6, all boys and FSM pupils now work at the expected level 4. Well over a half of boys also produce work at the higher level 5. However, pupils eligible for free school meals generally continue to perform less well than their peers at the higher outcomes and levels.

### **Recommendation 2: Improve standards in Welsh as a second language and pupils' bilingual skills**

Very good progress in addressing the recommendation

The introduction of new policies and procedures, such as a Welsh language helper of the day and the 'Cryw Cymraeg', have been beneficial in improving the frequency and

quality of many pupils' use of Welsh. Throughout the school, many pupils speak Welsh independently and without prompting. A few older, more able pupils provide detailed answers to questions about their work in Welsh and English, moving between languages with ease. Focused use of a scheme of work for Welsh and regular guided reading sessions have been effective in raising standards of reading and writing for most pupils. Many pupils are now enthusiastic about learning Welsh and this has helped standards to improve.

In the Foundation Phase, many pupils make good progress in developing their Welsh language skills. In Year 2, they use simple, familiar phrases well to talk about themselves and their school and home life. A few pupils extend their sentences to provide appropriate reasons for their answers. Many read simple texts accurately with good pronunciation and expression. They demonstrate a good understanding of what they read and ask and answer appropriate questions about texts. They combine simple sentences and use appropriate vocabulary to write imaginative dialogues about, the weather for example.

By the end of key stage 2, most pupils use suitable vocabulary and a sound knowledge of language patterns to write in a range of forms. Many pupils extend their sentences effectively to add meaning and interest. They write well-organised, letters, articles and descriptions for a range of topics and purposes. These include planned trips to the cinema, the weather and their hobbies and interests. Most pupils write well in the past tense to describe their activities during the summer holiday. They read texts at an appropriate level with expression and good pronunciation. They respond well to what they read and many older pupils demonstrate a genuine enthusiasm for reading in Welsh.

Overall, throughout the school, standards in Welsh have risen significantly. This is the result of improved provision and the school's success in raising the profile and importance of the language amongst the pupils.

### **Recommendation 3: Improve teaching so that tasks meet the needs of pupils' different abilities**

Very good progress in addressing the recommendation

The school's effective implementation of its policy for meeting the needs of pupils with different abilities ensures a consistent approach. Teachers plan activities that suit the abilities of pupils well and provide good levels of challenge for the most able.

Teachers have high expectations of what pupils can achieve and involve them in evaluating their own learning and that of their peers. As a result, most pupils understand clearly how they can improve their work. All teachers mark pupils' work purposefully and give specific feedback that relates well to the learning intentions. This ensures that teachers' plans and assessments are closely linked.

Senior leaders and class teachers make highly effective use of a wide range of data to track pupils' progress. They analyse assessment information well to set challenging targets for pupils. They also ensure that additional support for more and

less able pupils meets their individual needs effectively.

The targeted outcome plans introduced by the school successfully identify next steps for pupils who are not achieving expected outcomes. This has had a positive impact on standards throughout the school.

#### **Recommendation 4: Plan for the development of skills, in literacy and numeracy, across the curriculum**

Very good progress in addressing the recommendation

Teachers plan a broad and balanced curriculum. They use a detailed curriculum map to plan appropriate opportunities for the progressive development of pupils' literacy and numeracy skills in other subjects.

Teachers use electronic data tracking suitably to aid the mapping of skills. All pupils have challenging literacy and numeracy targets in their personal target booklets and these are reviewed regularly. This ensures that pupils focus clearly on the next steps in learning and, as a result, they make very good progress. Teachers and support staff also provide successful intervention programmes for those pupils who need additional support to develop their literacy and numeracy skills.

In the Foundation Phase, teachers provide well-planned opportunities for pupils to read, write and apply their numeracy skills in a variety of situations. These include activities in areas of continuous provision, both indoors and outdoors, and in role-play areas, for example, when ordering supplies for the farm shop.

Pupils' books and displays in key stage 2 reflect a good range of opportunities for applying numeracy and literacy skills. In pupils' books, writing tasks are interesting and varied. For example, a summary of the history of chocolate and written reviews on the relative merits of Fair Trade extend their skills well. Pupils also have appropriate opportunities to plan, draft and review their writing alone and with their peers.

Teacher assessments and work in pupils' books indicates marked improvements in pupils' standards of literacy and numeracy. These skills are embedded well into learning experiences across the curriculum.

#### **Recommendation 5: Improve the quality of self- evaluation and school improvement planning**

Very good progress in addressing the recommendation

The school's systems for self-evaluation have improved and now include a good range of first-hand evidence. This includes the detailed analysis of performance data, scrutiny of pupils' work, lesson observations, listening to learners and seeking the views of parents. The school also refers appropriately to monitoring reports from consortium advisory staff. These processes are helping the school to develop a very positive culture of self-evaluation.

Members of the leadership team undertake regular classroom observations and provide useful feedback to staff. They are beginning to follow up areas for improvement in a timely and efficient manner. Teachers also observe their colleagues' lessons and this contributes effectively to their overall knowledge of the schools' strengths and areas for improvement.

All teachers are involved in analysing pupil performance data and they track pupils' progress carefully. Through this process, they identify underperformance and put appropriate intervention strategies in place. As a result of recent monitoring activities and listening to learners, teachers set targets for pupils more effectively and consistently. These improvements mean that most pupils now know their targets and what they need to do to improve their work.

The priorities in the school improvement plan link clearly to the school's self-evaluation outcomes and the recommendations contained in the post inspection action plan. The improvement plan lists appropriate priorities and includes actions, realistic timescales for completion, staff responsibilities, costs and success criteria.

Better self-evaluation and planning processes are having a very positive impact in the school on raising standards and improving provision.

**Recommendation 6: Ensure that the Pupil Deprivation Grant is targeted to support pupils who are eligible for free school meals**

Strong progress in addressing the recommendation

Senior leaders and teachers work together well to track the progress of pupils at risk of underachieving as a result of deprivation. They produce appropriate targeted plans to address this issue.

The school uses the Pupil Deprivation Grant successfully to support pupils who are eligible for free school meals. For example, senior leaders use the resources to employ additional teaching assistants, who support pupils to ensure that they make good progress in developing their literacy and numeracy skills. Additionally, the school uses the funding well to enable all pupils to have equal access to the wider curriculum by taking part in activities such as school trips and music lessons.

These procedures have been successful in increasing the proportion of pupils eligible for free school meals who achieve the expected outcome at the end of the Foundation Phase and key stage 2. However, although there have been improvements, these pupils generally continue to perform less well than their peers at the higher than expected outcomes and levels.

<b>Recommendations</b>
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In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.