



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

A report on

**St David's C.I.W. Primary School
Bryn Celyn Road
Pentwyn
Cardiff
CF23 7ED**

Date of inspection: November 2019

by

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

About St David's C.I.W. Primary School

St David's Church in Wales Primary School is a faith school in Pentwyn, Cardiff. There are 239 pupils on roll, aged from three to eleven years, including 30 nursery pupils. There are eight classes, including the nursery class.

Around 29% of pupils are eligible for free school meals. This is above the average for primary schools in the local authority and in Wales.

The school has identified about 21% of pupils as having special educational needs. This is around the average for primary schools in Wales (21%). Very few pupils have a statement of special educational needs.

Around 14% of pupils come from an ethnic minority background and around 4% have English as an additional language. No pupils speak Welsh at home.

The headteacher took up post in September 2018. The school's last inspection was in November 2013.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

In St David's Church in Wales School, most pupils make good progress in developing their skills as they move through the school. They behave very well and are polite, caring and respectful towards each other and adults. They have positive attitudes to learning, which is strength of the school. In most classes, teaching is effective, lessons are stimulating and pupils apply themselves well to tasks. Throughout the school, most pupils with special educational needs achieve well.

In classes, nearly all pupils are attentive to their teachers and are eager to do well. Most develop their personal and social skills to a high standard. The headteacher promotes a clear vision and provides strong leadership to an improving school. She receives valuable support from senior leaders and the school's governing body.

Self-evaluation procedures succeed in identifying appropriate strengths and areas for development. The processes around school improvement, such as the delivery of the school improvement priorities, are effective and bring improved outcomes for pupils. The school has made significant improvements in a short space of time.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

R1 Provide more opportunities for pupils to develop their independent learning skills

R2 Improve pupils' ICT skills

R3 Further develop the challenge to more able and talented pupils

What happens next

The school will produce an action plan to show how it will address the recommendations from the inspection.

Main findings

Standards: Good

Most pupils enter the school with skills that are around average for their age. Many make good progress over time. Pupils with special educational needs and those eligible for free school meals make strong progress from their individual starting points.

During their time at the school, most pupils develop as confident speakers. In the foundation phase, nearly all pupils can follow instructions, share simple information and explain their work. They listen attentively to adults and respond sensibly to questions. Most pupils express their ideas clearly and enjoy talking about their work to visitors. They communicate enthusiastically with their peers. For example, in Reception, pupils play at being in school in the role-play area and follow instructions from the child pretending to be their teacher. In key stage 2, nearly all pupils listen purposefully and make interesting contributions to class discussion.

Most pupils develop their reading skills effectively. For example, in Nursery, pupils are eager to show visitors their 'reading garden' and talk about their favourite books. Most pupils read with understanding and use their knowledge of sounds suitably to tackle unfamiliar words. Many enjoy reading and demonstrate a good understanding of what they read in a range of texts. They gain a useful knowledge of the features of different types of books. For example, pupils in Year 1 enjoy reading about baby owls and, as a result, they talk enthusiastically about the characters and the plot. In key stage 2, many pupils develop their reading skills proficiently. They enjoy discussing books and make sensible predictions about what might happen next. They use their reading skills purposefully to gather information from different sources and to express opinions.

Most pupils develop effective writing skills and apply these well across the curriculum. Many younger pupils in the foundation phase make valuable progress in developing their early writing skills. By the end of the foundation phase, most pupils write in sentences using correct punctuation and spell common words accurately. In key stage 2, pupils have a good understanding of different genres and write in a suitable range of forms. For example, in Year 4, they use their understanding of the features of a newspaper report to create their own imaginative accounts of their summer holidays.

Throughout the school, most pupils have positive attitudes to Welsh. By Year 2, many use simple phrases and basic vocabulary successfully. For example, they engage in conversations about their feelings. By Year 6, most pupils respond well to simple questions and participate enthusiastically in designated Welsh lessons. Across key stage 2, most pupils use familiar words and phrases to ask and answer questions. They read simple texts appropriately and understand what they have read.

Across the school, most pupils develop their number skills well and build successfully on previous learning. They have a sound understanding of place value. For example, many pupils at the end of the foundation phase know numbers to at least

100, and compare and order two-digit numbers effectively. Most pupils can tell the time on an analogue clock accurately. For example, pupils in Year 2 explain how many minutes there are between ten past two and quarter past two by counting ahead in 5s.

Most pupils in key stage 2 have well developed numeracy skills and apply these confidently when solving problems. For example, they convert measurements from imperial to metric standard units for a 1940 recipe to make cakes. Many pupils explain their mathematical thinking accurately when performing calculations and apply their numeracy skills effectively across the curriculum. For example, pupils in Year 6 plan the journey evacuees made from London to Wales and work out the number of coaches and trains needed.

Across the school, most pupils develop satisfactory skills in information and communication technology (ICT). However, they use these inconsistently to support their learning in other subjects. In the foundation phase, many use tablet computers to play literacy and numeracy games and a very few pupils program simple robotic toys competently. In key stage 2 pupils use a sufficient range of programs and applications suitably to enhance their work. For example, pupils in Year 5 create a digital advert to persuade customers to buy their eco-friendly Christmas crackers. However, very few pupils develop suitable skills in the use of databases and spreadsheets.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe, valued and happy in school. They know whom to go to if they have a concern and many speak proudly about the opportunities their school offers. Most pupils have a sound understanding of how to keep themselves safe online. They understand the importance of eating and drinking healthily. For example, many pupils chose to buy fruit from the School Nutrition Action Group fruit tuck shop. Many pupils are aware of the importance of physical activity and take advantage of the range of extra-curricular clubs the school provides, such as rugby and netball.

Nearly all pupils are polite and respectful to each other, staff and visitors. For example, many pupils hold doors open for visitors and greet them politely when walking around the school. Most pupils move around the school in a calm and orderly manner and speak confidently to adults in a range of situations. Most pupils behave well in lessons and on the playground.

Many pupils take on roles and responsibilities and are developing leadership skills successfully. Every pupil, including those with special educational needs, has the opportunity to participate in a pupil voice group. Many pupils are enthusiastic about how they can be part of decisions related to improving aspects of school life. The school council takes an active role in raising money for various charities, such as Children in Need. Nearly all pupils interact well with each other, adults and visitors, demonstrating confidence and resilience. However, many of these groups are at the early stages of development and have yet to show a worthwhile impact on school life.

Nearly all pupils have a developing understanding of their responsibilities as ethical, informed global citizens, through working towards the silver phase of 'Rights Respecting Schools'. Nearly all pupils respect their own and others' rights. They have a strong sense of fairness and equality for all.

Nearly all pupils have positive working relationships with adults, which enhances their sense of wellbeing effectively. Most pupils have positive attitudes to learning and work hard. They co-operate well when working in pairs and groups. They are considerate when listening to the views of others and share their thoughts and ideas readily. Most pupils display perseverance when faced with challenges. For example, pupils in the nurture group play games to develop their fine motor skills, which require resilience and problem solving skills.

Pupils benefit from the school's arrangements for supporting their emotional wellbeing through Nurture Group and other interventions. As a result of these interventions, most pupils who take part in these groups have increased self-esteem and confidence.

Attendance rates are good over time and most pupils respond positively to the school's range of incentives to promote good attendance. Nearly all pupils are punctual.

Teaching and learning experiences: Good

Staff work well to ensure strong working relationships with pupils. They encourage mutual respect and courtesy and this leads to the supportive ethos that is so prominent in the classrooms. Teachers manage pupils' behaviour well in all classes and, as a result, nearly all pupils are very respectful and attentive, supporting each other well in their learning. Many teachers create a purposeful learning environment in which pupils feel confident to ask questions and share ideas. They explain new concepts successfully and ensure that learning sessions have a good pace. However, at times, teachers do not provide enough challenge for a minority of pupils to achieve to the best of their ability, particularly those who are more able.

Most teachers share the learning objective with pupils at the beginning of the lesson and provide clear instructions that enable them to undertake their work confidently. They plan tasks and activities that engage pupils' interest successfully and make effective use of plenary sessions to evaluate pupils' learning. Learning support assistants support pupils very well and display skilful professional initiatives to enable those pupils with additional learning needs to work effectively.

Teachers use questioning techniques purposefully to help pupils understand new ideas and to develop their knowledge and skills. Adults use praise and ongoing useful feedback to let pupils know what they have done well and to help them to improve their work. Informative comments tell pupils about the skills they need to practise further. Opportunities for pupils to assess and reflect on their own performance and that of others are developing appropriately.

The school reflects on the effectiveness of the curriculum regularly and is beginning to take appropriate account of developments towards the new curriculum for Wales. Many classrooms are stimulating places and many teachers devise exciting activities to engage pupils. For example, pupils in Year 3 watch a Christmas video as a stimulus to write their own advertisements. Foundation phase practice is appropriately established and pupils have easy access to outside areas to engage in outdoor learning. However, across the school, teachers tend to over direct pupils' learning. For example, in the foundation phase, teachers make choices for pupils

about the resources they use and how they should use them. Teachers in key stage 2 make choices for the pupils about how and when they complete the 'missions'. Consequently, pupils' independence in their learning is not developed sufficiently.

Teachers plan opportunities to develop pupils' literacy and numeracy skills in a wide range of contexts across the curriculum. Teachers make appropriate provision for pupils to practise their writing skills in other areas of learning, for example through good questioning for pupils to explain their knowledge of rationing during the Second World War. However, opportunities for pupils to develop their ICT skills are less well developed.

Teachers have recently begun to implement a new curriculum for Welsh. This provides useful opportunities for pupils to develop their Welsh language skills. Most teachers use Welsh with pupils regularly outside of Welsh lessons and, as a result, pupils are more confident in responding to simple prompts and questions. Pupils have effective opportunities, throughout the curriculum, to learn about the history, culture and geography of Wales. For example, in Year 4 after visiting Llancaiach Fawr, pupils explain the different occupations of the characters in the manor house. Older pupils enjoy residential courses and these help to extend their social skills well.

Care, support and guidance: Good

The school provides a caring, nurturing environment where all pupils are valued. The provision for pupils with special educational needs is a strong feature. The school's arrangement for tracking and monitoring pupils' learning is successful and this enables the early identification of pupils' requiring additional support. Knowledgeable members of staff deliver a valuable range of effective programmes, such as reading and maths interventions, to improve pupils' literacy and numeracy skills. The school provides effective support for pupils' wellbeing through an emotional literacy support programme and nurture clubs. All pupils with special educational needs have an individual education plan, which includes specific targets that teachers review regularly with parents. Good links with a range of external agencies such as the speech and language service provide beneficial specialist support when necessary.

Through effective communication, the school keeps parents well informed about their children's progress. Parents receive useful information about the curriculum, classroom topics and the benefits of regular pupil attendance and this helps them to support their child's learning at home appropriately. As a result, parents are aware of school priorities and current events. Specific programmes for parents targeted at raising pupils' achievement include phonic workshops, maths workshops and a reading café for families. These activities contribute successfully to the development of pupils' academic, personal and social skills. There are effective strategies to seek parents' views through the Parent Council, which has resulted in improved communication through class emails, the acquisition of playground resources and the introduction of playground buddies. Annual reports to parents provide comprehensive information on their child's progress and provide suitable targets for future improvement.

The school has appropriate arrangements to promote healthy eating and drinking. It provides pupils with many valuable opportunities to become active citizens and take on responsibilities. For example, the eco council encourages recycling and pupils act

as digital leaders to promote online safety. Playground buddies successfully improve opportunities for pupils to exercise during break times and promote the benefits of a healthy lifestyle. The school council is effective in decision-making and promoting community links, such as through fundraising events and coffee mornings for families to meet and be involved in the life of the school.

The school integrates personal and social education successfully into the curriculum and the daily life of the school. Staff ensure that pupils develop their social skills and cultural knowledge effectively through, for example, visits to Cardiff Bay and St Fagan's museum.

Staff support pupils in developing positive attitudes to difference and diversity well. For example, pupils have worthwhile opportunities to develop their understanding of moral, social and cultural issues during assemblies and classroom activities, which encourage them to understand and respect differences. The school has a positive approach to managing pupil behaviour and establishing an anti-bullying culture.

The school provides a broad range of extra-curricular activities that pupils attend enthusiastically. For example, pupils choose to attend language clubs, including French and Italian or to develop skills in judo, singing and country dancing. These support pupils to develop their interest in other cultures and to improve their physical and creative skills effectively. Teachers plan worthwhile opportunities for the development of pupils' creative skills in lessons, through activities such as role-play.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The headteacher provides very effective strategic leadership with a focus on raising standards and improving provision. She communicates her vision sensitively and, in the short time she has been in post, has shown a high level of commitment to encourage beneficial change at the school. The new senior leadership team promotes behaviours and values that contribute to a positive school ethos where all pupils and staff feel valued and secure. The headteacher distributes staff responsibilities purposefully and this is particularly effective in developing staff leadership skills in many areas of school life. A good example of this is the appointment of a senior leader to oversee curriculum reform.

Most staff with specific leadership responsibilities fulfil their roles effectively. Senior leaders use staff meetings and phase meetings well as a platform to provide feedback and inform other staff about developments in their particular area of responsibility. These meetings ensure that staff understand new initiatives and their part in delivering them. The school is part of a network of schools, which gives staff the opportunity to work regularly with colleagues in different settings to celebrate achievements, highlight good practice and identify areas for improvement. For example, staff work with the cluster schools to develop the pedagogical principles and improve assessment for learning throughout the school. Performance management is a worthwhile and thorough process that enables staff and leaders to engage in beneficial professional discussions. A direct result of this is that senior leaders now take the lead on important aspects of the school's work. This has enabled the school to work towards its aims more quickly and effectively.

Self-evaluation is highly effective in contributing to improving standards. It gives an accurate picture of what needs to improve by drawing on a range of first hand evidence. These findings feed directly into the school's improvement priorities. For example, all staff now have a clear understanding of the characteristics of good teaching and learning. They use a suitable range of first-hand evidence, including the analysis of data, lesson observations, listening to learners and the scrutiny of pupils' work, to support their findings. The school's ability to plan effectively for improvement has raised standards in many areas. For example, a focus on developing pupils' literacy has led to improvements in their oracy, reading and writing skills and resulted in better outcomes for most pupils.

The governing body is effective and provides appropriate challenge to the school. Governors understand the school's context, its strengths and priorities for improvement. Senior leaders and many teachers keep governors well informed by giving presentations in governing body meetings on standards and curriculum development. This enables governors to hold the school to account successfully.

Generally, the school uses its resources efficiently. Leaders make good use of the experience and expertise of teaching and support staff. Significant school reorganisation is starting to have a positive impact on standards across the school. A wide range of good quality resources supports the delivery of the curriculum well, although the resources for developing pupils' ICT skills are limited.

The school allocates the pupil development grant to a suitable range of activities, for example the employment of teaching assistants to support vulnerable pupils.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent 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 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' wellbeing, 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)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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