



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

A report on

Greenway Primary School

**Llanstephan Road
Rumney
Cardiff
CF3 3JG**

Date of inspection: October 2022

by

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

About Greenway Primary School

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| Name of provider | Greenway Primary School |
| Local authority | Cardiff Council |
| Language of the provider | English |
| Type of school | Primary |
| Religious character | * |
| Number of pupils on roll | 249 |
| Pupils of statutory school age | 173 |
| Number in nursery classes | 48 |
| 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%) | 58.4% |
| 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%) | 40.5% |
| Percentage of pupils who speak Welsh at home | * |
| Percentage of pupils with English as an additional language | 9.2% |
| Date of headteacher appointment | 01/09/2011 |
| Date of previous Estyn inspection (if applicable) | 04/07/2016 |
| Start date of inspection | 24/10/2022 |

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

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

Overview

Greenway Primary School is part of The Oaks Federation and is a very warm and welcoming school whose ethos of care and support permeates all it does. Pupils at the school are happy and the working relationships between pupils and staff are a strength. As a result, standards of behaviour are good. Each morning, pupils settle quickly in class as staff ensure that they are ready to learn. However, despite the best efforts of the staff, too many pupils are frequently absent or late for school and miss out on important learning time.

During their time at the school, most pupils make solid progress from their varied starting points. They benefit from lessons taught by staff who know them very well and who listen to them, including when they make suggestions about what they would like to learn. However, at times, staff are too eager to offer support to pupils and this often results in pupils becoming less independent with their work and hinders the development of important attitudes to learning, such as perseverance and resilience. Pupils learn about their rights as a child and consider how to treat others fairly. They also understand that they have choices and many pupils benefit from the wide range of after school clubs on offer throughout the week.

Leaders are keen to lead staff in supporting families and they ensure that there is a strong emphasis on equality and inclusion across the schools in the federation. As a result, pupils feel safe and are keen to learn, including pupils with additional learning needs. All staff across the schools of the federation work hard to ensure that pupil well-being is good and as a result nearly all pupils are happy and proud to attend Greenway Primary School.

Recommendations

- R1 Sharpen monitoring and evaluation processes to focus on improving pupil outcomes
- R2 Strengthen teachers' feedback and opportunities for pupils to reflect on their work so that they know what to do to improve
- R3 Ensure that teaching challenges all pupils, including the more able, to develop independence in learning

What happens next

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

Main evaluation

Learning

A majority of pupils join the school with communication skills below those normally found. Over their time at Greenway Primary School, many make strong progress to leave with skills in line with those expected for their age. The few pupils who start with skills above those normally found make appropriate progress from their individual starting points.

Many pupils develop their confidence in speaking. For example, most pupils in Year 5 confidently practise speaking to their peers using a formal, and then an informal, tone of voice and vocabulary. Pupils in the nursery listen well to their peers and the staff. However, across the school, too many pupils do not develop their listening skills well enough. A minority of older pupils do not listen carefully enough, either to the adults or to their peers.

Many pupils make strong progress in developing their reading skills and, by Year 6, many are competent readers. They make good use of their knowledge of the sounds that letters make to work out unfamiliar words and enjoy reading digital and paper texts. A minority of pupils make rapid progress in developing their reading, as a result of the support they receive. However, despite this additional support, a few pupils make slower progress and do not read well enough by the time they leave the school.

Most pupils make appropriate progress in developing their writing skills. They write creative, exciting texts for a suitable range of audiences and develop the stamina to write at greater length. For example, Year 3 pupils write diary entries, imagining the horror of being a survivor, following the eruption of Mount Vesuvius. However, by the end of their time at Greenway, only a few pupils develop a legible, flowing style of handwriting, and too many find the process of writing by hand very labour intensive. Many struggle to punctuate correctly, especially when using punctuation mid-sentence, or to spell frequently used words correctly. More able pupils do not have the opportunities to develop their independent writing skills well enough.

Despite the limited opportunities for pupils to use Welsh during the pandemic, many pupils are keen to regain their skills, and are developing their ability to speak basic Welsh appropriately. For example, pupils in the younger classes sing Welsh songs enthusiastically and respond to straightforward instructions in Welsh. As pupils move through the school, they ask and answer simple questions. In the older classes, many pupils build on these firm foundations to extend their vocabulary and sentence patterns. They respond in longer sentences, for example giving reasons for their answers.

Most pupils make strong progress in mathematics and make at least the progress they should, often from low baselines. They use their mathematical skills well to help them in other subject areas. For example, pupils in Year 6 worked together to map out the floor dimensions of an Anderson shelter on the playground. They were astonished to realise how squashed their family would have been, sleeping in the shelter.

Most pupils develop sound digital skills, particularly in communicating information, for example through creating digital presentations. In Year 1, pupils successfully create pictograms using a software programme while older pupils enjoy using microbits to communicate and practise their spellings. However, pupils do not develop their broader IT skills well enough, for example by using spreadsheets and databases progressively.

Across the school, pupils who are eligible for free school meals make strong progress that is at least as good as their peers. Historically, this has not always been the case. Pupils who have additional learning needs make strong progress from their individual starting points. Pupils who learn English as an additional language often make rapid progress once they have acquired communication skills in the English language.

Well-being and attitudes to learning

Nearly all pupils feel safe and secure at school and know staff have their best interests at heart. As a result they know whom to talk to, should they have any concerns. They behave very well throughout the school day and show respect to each other. In turn, pupils feel they are treated with respect and staff listen to the suggestions they make. As a result, working relationships between staff and pupils are strong.

The school council lead discussions with their peers on the school's rights charter. For example, they discuss the current right of the month. Consequently, most pupils understand the school's values well. The Criw Cymraeg lead a weekly assembly and, as a result of their work, pupils use their Welsh language skills more, particularly in the younger classes. Most pupils describe how their ideas contribute to the work they complete in lessons and independent learning tasks.

Nearly all pupils understand what a healthy diet is. They explain well the need to eat fruit and vegetables and keenly participate in a variety of activities. For example, older pupils help to sell fruit and other healthy snacks at breaktimes. Additionally, pupils understand the importance of physical exercise and enjoy using the space and equipment around them to move about actively. During more structured activities, pupils show confidence when planting, growing, discussing and cooking, for example when planting garlic bulbs in their new edible garden. Pupils enjoy these new experiences and engage fully in gardening and harvesting of a range of crops. Most older pupils understand how to keep themselves safe online and they are aware of the dangers of sharing too much information and the risks of cyberbullying.

Nearly all pupils start their school day positively. They are prepared to engage in their learning and complete tasks readily. Throughout the day, pupils sustain their concentration and avoid distractions successfully. They interact well with the learning experiences planned for them. Pupils are proud of their school and talk enthusiastically of how much they enjoy the activities they do. In particular, they enjoy their learning tasks in the afternoon. For example, Year 6 pupils create a World War 2 Spitfire using natural materials they have collected from outside. However, only a minority of pupils demonstrate independence, resilience and perseverance in order to solve problems and overcome challenges. For example, they rely too much on the staff leading their group session on the features of a genre of writing and, as a

result, very few pupils fully understand what to do independently. In addition, pupils do not readily support themselves if they are struggling as all too often they will turn too quickly to staff for help rather than persevere and apply their own range of skills.

Nearly all pupils respond to the feedback given by staff and other pupils. They answer the questions their teachers pose at the end of their piece of work. However, they do not use this feedback frequently enough to move their learning forward.

There is an improvement in pupils' school attendance this year compared to last year, when the COVID-19 pandemic had a negative impact nationally on school attendance. However, currently too many pupils are absent for a considerable part of the school term.

Teaching and learning experiences

Leaders and staff work very well together to develop an engaging curriculum that encourages an enthusiasm for learning in pupils across the school. Staff think carefully about the core purposes and the principles of the Curriculum for Wales and how they can apply these in their practice. As a result, many teachers often design interesting learning experiences that stimulate pupils' curiosity about the world around them, for example the school's approach to supporting pupils to gain a basic understanding of different languages around the world, such as French.

The curriculum provides suitable opportunities for pupils to develop their literacy, numeracy and digital skills. Staff plan thoughtfully for their pupils to make progress, for example when developing writing skills over time and applying them in rich creative tasks. Leaders and staff further develop an understanding of this progression in learning by working well in partnership with other staff in local schools on projects to share knowledge and expertise.

Teachers plan a range of interesting independent tasks and enhanced activities for pupils to apply and reinforce their knowledge and skills. A strength of this approach is the use of pupils' ideas to influence and shape activities, and as a result pupils engage more readily and enthusiastically with their learning. However, in a minority of lessons teachers guide too much of these activities. This limits the opportunities for pupils to deepen their thinking when working independently.

The school's curriculum provides useful opportunities for pupils to use their skills across Areas of Learning and Experience (AOLEs), for example when applying a range of skills to research and present information on a famous local historical figure such as Captain Henry Morgan. Staff plan and organise a good range of trips and visits to support pupils' learning. These are successful in widening pupils' experiences, for example when taking part in residential trips. Most teachers use the indoor classroom effectively to enhance the curriculum and create engaging environments for pupils. However, in a few instances, teachers do not plan to use the outdoor environment purposefully enough to extend pupils' learning and stimulate their curiosity.

Staff across the school develop strong working relationships with pupils. They show care, humour and kindness and, as a result, almost all pupils are comfortable seeking help and asking for support. Staff have high expectations for pupils'

behaviour in lessons and often reinforce positive attitudes to learning that encourage pupils' readiness to learn.

Overall, teachers and support staff know their pupils well and in many lessons adjust teaching effectively to meet the needs of learners. Teachers work well to ensure that all pupils access the curriculum successfully and encourage them to choose the correct level of task suited to them. For example, staff regularly encourage pupils to challenge themselves to attempt more difficult approaches to their independent learning tasks. Support staff work diligently to integrate those pupils with additional learning needs into the classroom and assist teachers well. However, in a minority of instances, pupils are over-reliant on support staff for guidance and as a result do not always maintain their focus during lessons.

Many teachers have a secure knowledge of the subjects they are teaching and provide clear explanations to help pupils to understand what they are supposed to do. In many cases, they model good approaches to learning and provide useful resources to support pupils during their lessons. Most lessons have a lively pace and, as a result, pupils engage well and enjoy their learning activities. Many teachers often revisit prior learning to focus pupils' thinking and most teaching staff, including support staff, use questioning effectively to challenge pupils' thinking and check for understanding.

Most teachers monitor pupil progress suitably during lessons and provide useful verbal feedback to help move their learning forward. Teachers written feedback often enables pupils to develop their thinking by encouraging them to extend their ideas or express their opinions. However, feedback does not always help pupils understand exactly what they have done well or how they can improve their work. In too many cases, teachers do not ensure that pupils correct their basic spelling and grammar errors and, as a result, pupils often repeat their mistakes.

Teachers provide useful opportunities for pupils to reflect upon their own learning and that of their peers. Many pupils are beginning to identify and understand what they are doing well and what they need to do next to improve. However, teachers do not always ensure that pupils' self-assessment has a sharp enough focus on the intended learning or challenges them to improve and extend their work.

Care, support and guidance

The school has a very calm ethos and this striking feature permeates all of its work. The gentle background music sets a tranquil tone for staff and pupils to move quietly and purposefully about their business. Across the school, all teachers provide opportunities for pupils to share their emotions and concerns and invest time in understanding and responding to their individual needs. As a result of this, staff and pupils show respect, care and concern for each other.

There are robust processes in place to identify pupils with additional learning needs, using of a wide range of evidence. The school's additional learning needs co-ordinator, along with class teachers, ensures that there is prompt identification of pupils with additional learning needs and that suitable support is put in place.

The school offers a wide range of intervention programmes to support literacy, numeracy and emotional needs by deploying a number of efficient staff to deliver these interventions. Staff work closely and effectively with a wide range of external agencies to support individual pupil needs. The school measures the progress of those in receipt of intervention programmes and these pupils generally progress soundly in literacy, numeracy and with their emotional development. However, there is insufficient evaluation of the evidence of the progress of these groups of learners over time.

Teachers listen to pupils' ideas when planning the learning experiences. This helps to engage pupils and encourages them to make appropriate progress. However, these activities do not focus well enough on developing resilience and independence. As a result, when facing challenges, pupils are reluctant to apply the skills they have and rely too quickly upon the support of staff.

The school has comprehensive arrangements to promote healthy eating and drinking. Staff provide worthwhile opportunities for pupils to develop healthy lifestyles. The wide range of after-school clubs and extensive resources in outdoor play areas enriches pupils' physical development successfully and contributes well to pupils' well-being. The school promotes healthy living and sustainability. For example, pupils have access to their edible playground, a specific outdoor area where they plant, gather and taste their own fruit and vegetables.

The school is inclusive and provides opportunities for pupils to contribute their views, such as through the Criw Cymraeg, school council and well-being council. These groups help to broaden pupils' understanding of the importance of being active citizens as well as promoting the culture, identity and language of Wales. For example, the school council oversee the implementation of the rights of the child through promoting a monthly children's right, through assemblies, displays and class visits. This ensures that many of the younger pupils understand the difference between right and wrong and most of the older pupils understand what is just and fair.

The purposeful displays around the school communicate morals and values effectively. Collective worship provides valuable opportunities for further moral and spiritual development. For example, images and songs are thought-provoking prompts to reflect on the importance of being resilient.

Purposeful activities enable most pupils to understand the culture and heritage of Wales. Nearly all of the younger pupils paint pictures in the style of Welsh artists, drawing inspiration from their work. Older pupils work with a local artists to recreate paintings of traditional fairy tales. The school's Eisteddfod provides valuable opportunities for many pupils to participate in various competitions, such as writing a Welsh poem or using a range of media to produce their own artwork in relation to Wales.

Leaders and staff communicate efficiently with parents through newsletters, termly meetings and annual reports and, overall, this contributes to the harmonious ethos of the school. However, despite the school's efforts and strategies to promote good attendance, too many pupils do not attend school regularly enough.

The school has a strong culture of safeguarding, and all staff contribute to this. There are robust policies in place and all staff know the procedures to follow. The school's curriculum supports pupil safeguarding, such as enabling pupils to know how to keep themselves safe and know whom they can turn to if they are worried.

Leadership and management

The federation's headteacher has created and developed a clear vision for equality and inclusion across both of the schools and has high expectations of staff and pupils. At the school, the deputy headteacher provides strong support for its strategic and day to day functioning. Close working between the two schools began prior to their formal federation in January 2019 and has gathered pace thereafter. The headteacher works tirelessly to continue to develop the very strong and positive culture of collaboration across the federation for the benefit of all at the schools. For example, when developing the Curriculum for Wales, teachers work in parallel pairs to share knowledge and expertise when planning purposeful activities for their pupils. This supports each teacher's professional learning and helps the drive for consistency and equality across the two schools. As a result, most pupils make solid progress from their individual starting points. This way of working promotes a constructive culture of professional learning and helps to support the positive well-being among teachers and support staff.

Leaders have developed a strategic plan for the gathering of first-hand evidence to inform self-evaluation across the work of each school and the federation. This draws upon a range of activities, such as looking at pupil books, learning walks, lesson observations and pupil progress meetings. However, these monitoring activities are not effective enough in identifying a few of the shortcomings within classes, across schools and across the federation as a whole. As a result, leaders are not always aware of the gaps in provision or priority areas for development.

The federation's improvement plan has an appropriate focus on developing national and local priorities, including important aspects of the federation's work in need of refining. However, these targets lack a sharp enough focus on strategic action for improving pupil outcomes. As a consequence, there is too much variation in these approaches, and this results in inconsistencies in pupil progress across the schools and their classes.

Beyond the federation, staff work well with their local partner schools to take forward curriculum developments and approaches to support pupils with additional learning needs. Leaders and staff collaborate with other schools and headteachers within a local school improvement group and this strengthens staff professional learning opportunities, as well as broadening experiences for pupils. As a result, collaboration and professional learning are a strength of the school. This work links well to the performance management all staff receive and the targets of the school improvement plan, individual classes and personal development.

The federation's governing body demonstrates a strong commitment to supporting the schools and their progress. Governors frequently visit the schools and are knowledgeable of the federation's key strengths and areas for development. Through their role as a critical friend, they challenge leaders, by for example enquiring how the school will spend its surplus finance. They understand their duty to promote

healthy eating and drinking and strive to ensure that the school complies with legislation. However, despite strong encouragement from leaders, parents do not always support the school in this matter and provide unhealthy snacks and drinks for their children to take to school, for example squash and processed snacks.

Leaders and governors promote a positive culture of safeguarding that permeates the work of the school. A system of robust policies underpins this ethos and all members of staff follow these. Staff undergo regular and purposeful professional learning to support their work. The school's finances are well-managed and they ensure that there are suitable resources to support pupils' learning. Leaders have focused on keeping staff ratios high this year. However, this does not always assist the promotion of pupils' independent learning skills.

Leaders encourage good relationships between the schools and their parents. Most parents value the support the school provides for their children. Leaders and staff communicate well with parents who attend the school to watch events such as the harvest festival or family picnics during sports day, with both schools sharing the extensive grounds at Greenway. However, despite informing parents of the importance of regular and punctual attendance at school, too many pupils have poor attendance or are late. As a result these pupils miss out on too much of their important learning time.

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)

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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