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

A report on

Llandaff City C.I.W. Primary School

Hendre Close,
Llandaff
Cardiff
CF5 2HT

Date of inspection: December 2022

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Llandaff City C.I.W. Primary School

Name of provider	Llandaff City C.I.W. Primary School
Local authority	Cardiff Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	421
Pupils of statutory school age	361
Number in nursery classes	
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%)	3.9%
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%)	5.0%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	3.3%
Date of headteacher appointment	January 2015
Date of previous Estyn inspection (if applicable)	04/03/2014
Start date of inspection	05/12/2022

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

Llandaff City CIW Primary School is a nurturing learning environment where pupils develop effective skills in areas such as language and mathematics. Pupils are thoughtful and inquisitive. They speak eloquently and share their thoughts and ideas readily. Pupils have positive working relationships with staff and with each other. They enjoy, and respond to challenge, positively. They behave well and enjoy taking the lead. By the time they reach the end of the school, many have well-developed opinions, which they share with others maturely.

The school is working thoughtfully towards implementing changes in the light of the Curriculum for Wales reforms. Pupils benefit from a range of stimulating learning experiences and as a result, engage enthusiastically in their learning. Provision to develop pupils' Welsh language skills is effective and pupils' use the language confidently. However, there remains work to do in areas such as curriculum balance, the development of pupils' information and communication technology (ICT) skills and classroom-based, formative assessment.

Leaders work diligently to provide the best for all. They work thoughtfully, with pupils' well-being firmly in mind. For example, they have set in place helpful procedures that allow them to identify and support pupils' emotional needs well. Leaders support and challenge all at the school to do their best. They provide staff with beneficial opportunities for professional learning in order to ensure that they are able to undertake their different roles confidently. They consider thoughtfully how best to evaluate the work of the school, although these processes need to be sharper.

Recommendations

R1 Develop the curriculum to offer pupils a more balanced range of learning and give stronger opportunities to develop their cross curricular numeracy and digital skills

R2 Sharpen monitoring so that it focuses better on identifying strengths and shortcomings in pupils' learning, and evaluates the quality and impact of provision

R3 Improve formative assessment practices so pupils know how to be successful and what they need to do to improve

R4 Improve pupils' information and communication technology (ICT) skills

What happens next

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

Main evaluation

Learning

Most pupils begin school with literacy, numeracy and social skills that are at, or above, those expected for their age and stage of development. Overall, most make good progress with the development of these skills during lessons and over time. Most pupils with additional learning needs (ALN) make appropriate progress relative to their starting points and in the context of their particular challenges.

In reception, many pupils speak clearly. They explain their thinking and talk about what is happening in the class in detail, for example explaining to visitors that one pupil speaks Ukrainian as she is from Ukraine. Over time, most pupils develop the ability and the confidence to speak in pairs, small groups and to larger audiences. For example, pupils from many classes project their voices effectively when answering questions and addressing the whole school as part of morning worship. By Year 6, most pupils listen carefully to the views of others and develop the ability to challenge, clarify and explain through specific lessons aimed at developing their discussion skills.

Most pupils develop basic phonic skills quickly. They make good progress with their reading skills overtime, developing the ability to draw upon information and infer meaning from texts. By Year 2, many pupils read well using a range of skills, such as breaking words down into smaller parts and ‘sounding out’ using their phonics knowledge, for example to read the word ‘swirling’. Many have a good sight vocabulary, identifying and reading words that do not conform to regular patterns. By Year 6, many read with fluency, expression and a good awareness of their audience. They talk with enthusiasm about their favourite authors and books, and take a genuine pleasure in reading.

A majority of pupils in reception develop rapidly the ability to hold writing implements correctly and use these skills to form letters suitably. By Year 2, most begin to use imaginative vocabulary to add interest to their work and write in an appropriate range of forms. Most pupils in Year 3 continue to build their skills well. For example, they write a well organised set of instructions on how to make jam sandwiches. Their handwriting is neat, and their work is well presented. In the oldest classes, pupils write effectively in a wide range of forms. They use imaginative vocabulary that is relevant to the genre of writing, for example using appropriate scientific vocabulary when describing the features of the different canopy layers in the rainforest. Many are beginning to use interesting and more complex sentences, for example starting a paragraph with a rhetorical question to engage the reader. They begin to use more advanced forms of punctuation, such as colons and semi-colons, to add meaning to their work.

Most pupils make good progress in the development of their Welsh language skills as they move through the school. By Year 1, they are beginning to use a basic range of vocabulary that enables them to talk about everyday events, such as the weather. By Year 3, many engage in simple conversations to describe how they are feeling. Through regular practice, they continue to refine and improve their Welsh language skills in the older classes. By Year 6, they talk with appropriate fluency, using the

past and future tenses appropriately. Many extend their sentences well, for example talking about what they like, what they don't like, explaining why and using phrases, such as 'I prefer'.

Nearly all pupils make effective progress in their understanding of mathematical concepts. In the younger classes, they develop a knowledge of basic number quickly. They have an appropriate understanding of shape, measurement and time. For example, pupils in Year 1 experiment with a range of non-standard measures to estimate and measure objects around their classroom. By Year 2, many pupils recall two- and five-times table facts rapidly. By Year 6, nearly all use an appropriate range of written methods to solve calculations. They work effectively with fractions, ratios and percentages and use mean, mode and median to describe and interpret a range of data. In a few cases, pupils apply their numeracy skills effectively in their learning across the curriculum. However, their opportunities to do this are limited overall and mainly involve applying data handling skills in other subject areas, often through the creation of bar charts.

Overall, pupils demonstrate a limited range of ICT skills. In Year 2, pupils use handheld devices to photograph their work and share it through an online platform confidently. By Year 4, they choose to use a program independently to represent information they have gathered from a survey of their class in the form of a bar chart. By the time they reach Year 6, many pupils use word processing and presentation programs with skill. However, the range of skills pupils develop is limited and does not cover important areas of the curriculum well-enough, such as the use of spreadsheets and databases.

Most pupils demonstrate useful problem-solving skills. For example, in Year 2 they engage regularly with reasoning problems and by Year 4 they work collaboratively to find ways to overcome challenges to build a 'communication tower' on the school yard from a variety of resources, such as wooden planks and old car tyres. They demonstrate a wide range of creative skills. For example, in Year 2, many pupils show creativity when using items, such as cotton buds, to make a dinosaur skeleton and pupils in Year 3 learn specific techniques to draw portraits of well-known figures, such as Betty Campbell. During dedicated music lessons, pupils in Year 4 use a variety of percussion instruments effectively to create Christmas songs and pupils in Year 5 learn to play xylophones and to read sheet music.

Well-being and attitudes to learning

Nearly all pupils are happy and feel safe in school. They enjoy attending and really value their friendships. They socialise well with each other throughout the day. Their behaviour is good in classrooms and when moving around the school. They are polite and show respect towards other pupils, staff and visitors.

Most pupils across the school have positive attitudes to learning. They participate conscientiously and enthusiastically in lessons, particularly enjoying activities that allow them to work collaboratively and creatively, for example when taking part in outdoor problem-solving activities. Nearly all pupils listen attentively and are willing to express their ideas and opinions to their peers and to adults. They do this with confidence and enthusiasm. Many appreciate the opportunities to share their ideas about what and how they learn, and do so with maturity and confidence.

Most pupils show pride in their work and are eager to do their best. They understand and respect the importance of the feedback they receive and respond positively when their classmates give suggestions for improvement. When given the opportunity, many older pupils talk confidently about their understanding of success criteria and how to make their learning of high quality.

Many pupils develop well as capable and aspirational learners. Their concentration and diligence during lessons is good. Many older pupils persevere well when faced with challenging work. However, on a few occasions they feel that they don't have sufficient time to complete tasks. Younger pupils focus well on their tasks when working with an adult. However, a minority lose concentration quite quickly when working more independently.

Pupils participate in creative activities with enthusiasm and present their work imaginatively. Many enjoy working collaboratively, discussing ideas and listening to others' suggestions. Most pupils work with a sense of purpose and work well in teams to solve problems. For example, younger pupils worked together to build a den in the outside area.

Nearly all pupils have a sound understanding of how to keep healthy and safe. They make sensible choices, for example to eat healthily and drink fresh water throughout the day. Most enjoy regular physical activities and participate with enthusiasm. Pupils know how to stay safe online and are aware of the features that help to do this. For example, they are clear about the rules they should follow when using the internet, and know what to do if they have a concern.

Pupils are keen to take on leadership roles and are conscientious members of groups, such as the school council, the eco committee and the worship squad. They take their responsibilities seriously and enjoy sharing their work with others. For example, The Worship Squad regularly lead engaging whole-school collective worship.

Teaching and learning experiences

Leaders have developed a vision for the Curriculum for Wales that considers the needs of pupils, and they are beginning to implement a range of changes suitably. Through engagement events at that start of topics, teachers stimulate pupils' interest in their learning successfully. For example, pupils in Year 3 experience skills, such as stilt walking, when commencing their circus topic. Recently developed expedition weeks provide pupils with opportunities to apply the skills and knowledge they learn during their topics. For example, pupils in Year 4 apply their learning from their media topic to create shadow puppet films. During these weeks, pupils have beneficial opportunities to make decisions about what and how they learn. However, generally there are too few opportunities for pupils to influence their own learning. The curriculum is supported with suitable educational visits. For example, Year 6 visit Cardiff Castle and younger pupils explore their local park and Insole Court. The school makes good use of its locality to support pupils' learning. For example, older pupils analyse census data for Llandaff to help them to understand what life was like during different periods in the past.

The school has clear systems to ensure that pupils' skills in English and mathematics develop systematically and progressively. However, at present, this focus takes up a significant proportion of the school week meaning that opportunities for pupils to develop their knowledge and skills in other curriculum areas, such as science and technology, are not sufficient. Teachers provide suitable opportunities for pupils to develop their wider literacy skills across other areas of learning, but opportunities for pupils to apply their numeracy skills are less well developed.

The school's provision develops pupils' Welsh language skills well. For example, the Helpwr Heddiw sessions support pupils in developing their oracy skills at an appropriate level. A residential visit to Llangrannog promotes the benefits of learning Welsh with pupils effectively. Pupils in the Criw Cymraeg encourage, model and promote the Welsh language throughout the day. For example, they greet pupils using the phrase of the week as they leave whole school collective worship.

The school provides well for the development of pupils' personal and social skills. Teachers monitor pupils' well-being and plan activities thoughtfully to address issues that arise. There are positive working relationships between staff and pupils throughout the school.

In nearly all cases, teachers demonstrate sound subject knowledge to support the development of pupils' skills and understanding. For example, in Year 6 teachers provide pupils with good opportunities to develop their speaking and listening skills through debates and discussions. Teachers use a suitable range of approaches to engage pupils' interest and, as a result, in most cases pupils are interested in their learning and make good progress.

Overall, teachers have high expectations of the amount of work pupils should produce and are clear about what they want pupils to achieve. However, the level of challenge they provide for pupils is variable, and so during lessons not all pupils achieve consistently to the level of which they are capable. Staff use questioning effectively to evaluate pupils' understanding and address misconceptions. In a few cases, teachers combine effective questioning with good opportunities for pupils to discuss their ideas with others, to ensure understanding and to enhance the quality of the comments that pupils make.

In many sessions teachers provide successful opportunities for pupils to develop their skills as independent learners. For example, pupils in Year 4 engage well with independent activities as part of their project to develop new political parties. The school's approach to foundation learning is successful, engaging and effective overall, with good use made of outdoors areas.

In nearly all cases, teachers have clear objectives for lessons and activities that build appropriately on previous learning. In the best cases, feedback from adults is beneficial in supporting pupils to achieve the next step in their learning. When given the opportunity, pupils are developing the skill to self-assess and provide feedback to their peers. However, the quality of feedback staff provide to pupils is too variable. The current approach to sharing criteria for success with pupils is not always effective in ensuring that pupils know how to produce work of the best quality, or to be able to assess the effectiveness of their own learning.

The school's systems for monitoring the progress that pupils make are in a state of transition. Teachers use a new system appropriately to record how they are covering the curriculum and the progress that pupils are making in literacy and numeracy. However, its use to inform planning and ensure that pupils are challenged to achieve at the correct level is at an early stage of development.

Care, support and guidance

The school is an inclusive community with a strong nurturing ethos. All staff place a high priority on caring for pupils, and morning worship frequently encourages pupils to reflect well on different values. Pupils have regular quiet reflection periods which help them to develop both spiritually and morally. As a result, many talk about their thoughts, feelings and beliefs in a mature manner. Pupils are encouraged to develop empathy and compassion during lessons, for instance by considering current world issues and reflecting thoughtfully on how others are affected. For example, pupils consider and discuss maturely the current conflict in Ukraine.

Healthy lifestyles are promoted well throughout the school, for example the need for pupils to eat healthy snacks at break and lunch time, and the benefits of drinking fresh water throughout the day. Staff monitor pupils' attendance at school carefully. They identify weaker attendance, and support and challenge families suitably. As a result, pupil attendance is good. There is a strong culture of safeguarding at the school, and staff understand well their role in this important area. The school's arrangements to keep pupils safe meet requirements and give no cause for concern.

There are suitable procedures in place to identify pupils who need additional support, and the school provides a good range of interventions to support them. These sessions are organised effectively and resourced appropriately. As a result, pupils engage well, working in small groups with adults. Staff keep clear and informative records of these sessions, and this helps them identify the progress that pupils make. The school works collaboratively with outside agencies where necessary to meet the needs of individuals. For example, staff work with speech and language teachers who provide resources and ideas to help them support targeted pupils. Consequently, most pupils with ALN make appropriate progress in relation to their individual targets.

The school supports pupils' emotional and social needs successfully, using processes that both staff and pupils understand well. There are a variety of methods for children to share their thoughts and feelings with adults. For example, the worry monster and daily well-being check-ins allow pupils to let adults know if they have any concerns. The school's approach to behaviour management is effective for most pupils. However, policies and procedures are being refined to increase their effectiveness for all. Pupils have high regard for honesty and fairness, and demonstrate this in their actions. For example, they are very clear in their belief that everyone should have the same opportunity to join extra-curricular activities.

There are suitable opportunities for pupils to make decisions about their learning and improvements around the school. However, a few pupils feel that their ideas are not always acted upon well enough. The staff provide many opportunities for pupils to explore and understand the world in which they live, the difficulties faced by others and how they can help. Pupils demonstrate good understanding of sustainability

issues. For example, pupils created thoughtful prayer booklets addressing issues faced in the world today.

The school takes advantage of many learning opportunities in the local and wider community. For example, pupils in Year 6 work with a local secondary school on a project based on 'Life in Llandaff'. In addition, members of Glamorgan Cricket Club visit the school to offer coaching sessions. Staff encourage pupils to participate in local community activities, such as singing in the local hospital. These events promote pupils' awareness and understanding of their identity and culture successfully.

Leadership and management

Leaders have established a vision for the school based firmly around its Christian ethos and the nurturing of pupils' social, emotional, spiritual and educational needs. This purposeful vision is shared by all, including pupils, and ensures that the school is a warm and caring learning environment. Leaders ensure that all staff understand well their role in the safeguarding of pupils.

Leaders have high expectations of themselves and all at the school, and support and challenge staff to be their best. They share their expectations clearly and helpfully, and this ensures that staff at all levels understand and fulfil their roles and responsibilities. They manage the performance of teachers, support staff and leaders purposefully in order to help improve their practice. They address issues of underperformance thoughtfully and robustly where necessary.

A few parents feel that leaders do not always communicate or engage with them well enough. However, the school has appointed a community lead and is working towards addressing identified issues. For example, it has introduced an app that allows the parents of younger pupils to view the work they do in class.

Leaders address national priorities, such as additional needs reform, suitably. They are taking appropriate steps towards developing their curriculum to meet the aspirations of the Curriculum for Wales. For example, they are considering how they can develop the areas of learning and experience so that they are appropriate for their setting. However, they are at the early stages of this work.

Governors undertake their roles supportively and diligently. They focus their work well on helping to ensure that the school runs smoothly. They understand strongly their role in ensuring that the school has effective arrangements to support healthy eating and drinking. They monitor the school's finances carefully, ensuring that resources are focused on providing the best for all pupils. Governors question leaders suitably about the school's actions, but at present are reliant on the information presented to them by leaders to understand the school's strengths and areas for development. Governors work effectively with leaders to ensure and promote the school's safeguarding culture.

In general, leaders plan a purposeful range of opportunities to gather information on how the school is performing. They evaluate the quality of teaching well and speak to pupils appropriately about their experience of school. This helps to give leaders a suitable picture of the effectiveness of the school's work. However, leaders do not

focus well enough on identifying the strengths and shortcomings in pupils' learning. When evaluating provision and practices, leaders often focus on whether practices are in place rather than their impact. As a result, they do not always have a clear enough picture of how the school is performing in a few areas, such as the development of pupils' ICT skills. Leaders plan for school improvement thoughtfully and ensure that all staff are aware of what they need to do to bring about change. For example, all staff are aware of their role in developing the school's curriculum.

Leaders have created a positive culture that promotes and supports the professional learning of all staff. They ensure that staff benefit from a suitable range of learning, linked well to the school's needs. Leaders ensure that strong practice within school is identified and shared helpfully. For instance, the leader for religions, values and ethics works with new staff to help develop their understanding of this important part of the curriculum. This helps to share what is effective and raise aspirations for all.

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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Publication date: 10/02/2023