



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

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

**Roath Park Primary School
Penywain Road
Roath Park
CF24 4BB**

Date of visit: March 2019

by

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

Outcome of visit

Roath Park Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

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

R1. Raise standards of reading, writing and mathematical development in the foundation phase

Teachers have revised their planning to ensure that pupils across the school acquire and develop their skills systematically and progressively. As a result, the standards that many pupils achieve across the foundation phase are improving.

Teachers and teaching assistants deliver daily, structured phonics sessions. These ensure that foundation phase pupils develop their knowledge of phonics appropriately. Most pupils use this knowledge to help them to decode unfamiliar words. In addition, across the school, teachers use regular guided reading sessions to provide pupils with valuable opportunities to develop their comprehension and higher order reading skills.

There are many worthwhile opportunities for pupils in the foundation phase to develop their writing skills. Teachers rightly recognise the need to develop pupils' oracy skills first, before asking pupils to write. For example, pupils in Year 2 ask their peers questions about different dinosaurs before writing simple closed questions, and more thoughtful open questions. Across the foundation phase, teachers provide thoughtful 'cool challenges' that provide valuable opportunities for pupils to write independently and practise the skills learnt during more formal lessons.

Teachers plan beneficial tasks to help pupils to develop their mathematical skills. By Year 2, many pupils use their knowledge of numbers and measures well, for example to estimate accurately the height and width of different dinosaur footprints. There are well structured opportunities for pupils to develop their mathematical skills in formal mathematics lessons, and to rehearse these skills through their continuous and enhanced provision. In addition, pupils have access to opportunities to practise their mathematical skills at home, through a suitable, commercial on-line programme. As a result, by the end of the foundation phase, most pupils achieve the standards they should, and a few pupils who are more able achieve higher standards.

R2. Improve pupils' Welsh skills

Leaders have worked effectively with local authority officers to raise the profile and status of the Welsh language. Teachers plan well for the progressive development of pupils' skills during specific Welsh lessons and through daily activities, such as 'Helpwr Heddiw'. Staff use incidental Welsh frequently as part of lessons and around the school. Pupils respond well to this and many are beginning to use Welsh independently as part of daily routines, such as when asking the teacher for glue or scissors to help them with their work.

In the foundation phase, many pupils understand and use a good range of Welsh phrases to converse with adults and their peers. For example, pupils in Year 1 talk about the items that they 'like or love' when deciding what to put in their box of favourite things. Many read aloud with appropriate pronunciation and understanding. They use their oral skills well to support their writing, such as when using their recall of simple phrases to write brief descriptions of the weather.

In key stage 2, many pupils express themselves well using a good range of sentence patterns. For example, pupils in Year 5 engage in effective discussions with their peers about the timing of various television programmes and outline their favourites. A majority of pupils understand the importance of extending their sentences, by for instance, explaining why they like a particular programme. By the end of key stage 2, many pupils write at length. For example, they write short autobiographies describing where they live and the things they like. Many read with good levels of fluency and answer questions about their texts in detail.

R3. Ensure that teaching challenges pupils to achieve as well as they can in all classes

Across the school, teachers plan exciting activities that engage pupils well. For example, pupils in Year 6 are engrossed when deciding which of a selection of mobile phones is the oldest, and why.

Teachers use their questioning skills well, to target individuals and make pupils think deeply. In many collaborative activities, teachers ensure that each pupil plays an active part in the learning, allocating specific tasks and responsibilities to different group members. They make good use of valuable learning time, for instance through concise teacher talk in lesson introductions. Teachers are becoming reflective, thoughtful practitioners who actively seek to improve their practice.

Recently, teachers have provided valuable opportunities for pupils in key stage 2 to learn autonomously, through MIL (my independent learning) time. This provision has developed pupils' ability to explore topics and ideas that interest them. Teachers in the foundation phase recognise the need to provide opportunities for younger pupils

to develop their independence, for instance in using the very new outdoor learning areas, attached to Years 1 and 2.

Teachers provide worthwhile feedback to help pupils to improve their work. Recently, pupils have been involved in devising success criteria with their teachers, using age-appropriate language. This enables teachers to mark efficiently, for example using green and pink highlighters, rather than writing a detailed script. As a result, pupils know and understand what they have done well, and what they could improve.

There are beneficial arrangements to ensure that all teachers develop a shared understanding of how to assess pupils' work accurately. Regular 'pitstop' meetings between teachers and senior leaders have raised teachers' expectations of what pupils can achieve, and many pupils are on track to make at least the progress they should.

R4. Ensure that all senior leaders fulfil their roles and drive forward improvements consistently

Since taking up their posts in September, the headteacher and deputy headteacher established quickly a strategic vision for the school based on high expectations of staff and pupil performance. They worked effectively with senior teachers to establish a well-defined leadership structure for the school. All leaders are now clear about their roles, responsibilities and lines of accountability. Senior leaders mentor middle leaders to ensure they have the skills they need to carry out their roles effectively. As a result, all leaders are developing well their ability to identify strengths and areas for improvement in the quality of the school's provision. However, middle leaders do not always focus their judgements sufficiently on the impact of new initiatives on improving outcomes for pupils.

All leaders understand their role in driving school improvement and engage actively in developing their areas of curriculum responsibility. For example, working with the deputy headteacher, the leader for literacy delivered training to all staff on the development and assessment of pupils' oracy skills. As a result, many pupils now make good progress in this area and teacher assessment of the standards they achieve is more accurate.

Senior leaders have put in place robust performance management procedures. All staff have clear improvement targets linked to whole school priorities and pupil performance. Senior leaders have a good understanding of the strengths and weaknesses in teaching across the school and address any issues of underperformance rigorously. As a result, the quality of teaching across the school is increasingly consistent and pupils develop sound standards in key areas, such as in their Welsh language skills.

R5. Ensure that self-evaluation and development planning identify and address areas for improvement robustly

Senior leaders have worked effectively to improve the impact of monitoring, self-evaluation and school improvement actions. At an early stage, the new headteacher and deputy headteacher established clear expectations and routines for the gathering of self-evaluation evidence. Monitoring is now robust and provides leaders with an accurate picture of the quality of the school's provision and the standards achieved by pupils.

Leaders address identified areas for improvement effectively. For instance, they recognised an urgent need to improve the quality of planning. As a result, the deputy headteacher implemented new systems and processes that ensure teachers develop pupils' skills progressively and systematically over time.

The governing body continues to be highly supportive of the work of the school. Leaders keep governors well informed about progress towards school improvement priorities. However, governors do not provide enough challenge to support the work of senior leaders or engage sufficiently in the gathering of first-hand evidence to allow them to successfully monitor the effectiveness of the work of the school.

The school has developed a beneficial self-evaluation toolkit that provides staff with a suitable framework for undertaking monitoring activities. Senior leaders use this well to gather information on school performance through learning walks, scrutiny of pupils' work and by listening to learners. Leaders at all levels work together to develop their evaluative skills. However, at this early stage, middle leaders do not yet participate actively in the full range of monitoring activities. The self-evaluation report is an ongoing working document that reflects well the monitoring that leaders have undertaken and is an accurate account of the performance of the school.