



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

A report on

St Cadoc's Primary School

**Shaw Close
Llanrumney
CF3 5NX**

Date of inspection: October 2024

by

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

About St Cadoc's Primary School

Name of provider	St Cadoc's Primary School
Local authority	Cardiff Council
Language of the provider	English
School category according to Welsh-medium provision	*
Type of school	Primary
Religious character	Catholic
Number of pupils on roll	336
Pupils of statutory school age	255
Number in nursery classes	45
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 22.9%)	41.1%
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 11.1%)	5.5%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	19.2%
Date of headteacher appointment	01/04/2022
Date of previous Estyn inspection (if applicable)	01/01/2017
Start date of inspection	07/10/2024

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.

Summary

St Cadoc's Primary School is a welcoming, happy school where leaders and staff develop positive relationships with pupils and foster a strong sense of community. This ensures that most pupils feel safe, enjoy their learning and behave exceptionally well.

The headteacher provides strong and assured leadership. She has developed a clear vision for the school based on a firm moral purpose and positive values. Leaders focus well on developing effective teaching and have high expectations of pupils. As a result, teaching is effective across the school.

In most lessons, teachers share learning intentions well and provide clear instructions for pupils. Most teachers use questioning techniques successfully to evaluate pupils' understanding or move learning forward. They are encouraging to pupils and support them to become thoughtful, reflective learners. As a result, most pupils, including those eligible for free school meals, those from low income households and those with additional learning needs (ALN), make good progress in developing their knowledge and skills.

Relationships between pupils are a particular strength of the school. Staff value the importance of this and provide regular opportunities for older pupils to work with pupils lower down the school. For example, they help them with reading and drawing skills or encourage them to play games in the playground.

The school focuses well on the development of pupils' literacy skills and overall pupils make effective progress in reading and writing. They make particularly good progress in developing their oracy skills. Leaders have identified a need to improve the rate of progress younger pupils make in literacy. In response, they have adapted approaches to teaching and purchased new resources.

Overall, the curriculum is broad and balanced and enables most pupils to make strong progress in most areas. For example, they develop their numeracy, Welsh language and digital skills well. However, opportunities for pupils to develop their creative thinking both within the expressive arts and other areas of the curriculum are underdeveloped.

A newly refurbished outdoor play area supports the physical development of the youngest pupils successfully. However, from Nursery to Year 2, areas of continuous provision to support child-initiated learning, both indoors and out, are at an early stage of development.

Recommendations

We have made two recommendations to help the school continue to improve:

- R1 Ensure that the curriculum supports the effective development of pupils' creativity, including opportunities to be innovative, develop their own ideas and express themselves through the arts
- R2 Further improve provision for foundation learning, including the teaching of early literacy skills, to ensure that pupils make effective progress

What happens next

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

Main evaluation

St Cadoc's Primary School is a welcoming, happy school where leaders and staff work together to provide a calm and caring environment for all pupils. Staff develop positive relationships with pupils and foster a strong sense of community across the school. This ensures that most pupils feel safe, enjoy their learning and behave exceptionally well.

The headteacher provides strong and assured leadership. She has developed a clear vision for the school based on a firm moral purpose and positive values. Leaders focus well on developing effective teaching and have high expectations of pupils. As a result, most pupils, including those eligible for free school meals, those from low income households and those with additional learning needs (ALN), make good progress in developing their knowledge and skills.

Teaching is effective across the school. In most lessons, teachers share learning intentions well and provide clear instructions for pupils. Overall, the pace of learning is appropriate, and resources engage pupils beneficially. Most teachers use questioning techniques successfully to evaluate pupils' understanding or move learning forward.

Spotlight: Developing reflective learners

Teachers have created a positive learning environment where pupils' misconceptions are embraced and viewed as opportunities for learning. Staff are responsive and adapt their teaching thoughtfully to meet the learning needs of their pupils. For instance, they revisit the main teaching points or recap learning from a previous lesson when needed. As a result, most pupils understand how to move forward in their learning and are developing as reflective individuals who think carefully about their work.

Leaders work closely with pupils and their families to create a strong sense of community and belonging for all. They listen to the views of pupils and their parents, and ensure that they respond meaningfully to any concerns or suggestions for improvement. For example, the views of parents and pupils have helped to inform the school's approach to anti-racism and black history within the curriculum. Through the many pupil leadership groups, the school provides worthwhile opportunities for pupils to influence the life of the school. For example, pupils promote the use of Welsh language effectively and have made improvements to the range of after-school clubs on offer.

Spotlight: Strong relationships between pupils, across the school

Relationships between pupils are a particular strength of the school. Staff value the importance of this and provide regular opportunities for older pupils to work with pupils lower down the school. For example, they help them with reading and drawing skills or encourage them to play games in the playground. The compassion and kindness they show to one and other is demonstrated consistently and supports the strong family ethos within the school successfully.

The school focuses well on the development of pupils' oracy skills and pupils make strong progress in this area. Over time, most pupils make good progress in developing their reading and writing skills. Leaders keep this under review and recognise the need to improve the rate of progress made by a minority of younger pupils. In response, the school has adapted its approach to teaching early reading and invested in new resources. This work is at an early stage, and it is too soon to evaluate its impact. Higher up the school, most older pupils read with fluency and good understanding. For example, in Year 6, many pupils select details within a text to support their description of a character's personality successfully.

Staff in the Nursery class provide helpful multisensory opportunities for the youngest pupils to explore mark making and develop fine motor control. However, the teaching of writing for younger pupils is often overly prescriptive. For example, it regularly involves completing worksheets or copying an example. This limits opportunities for pupils to apply their developing phonic knowledge independently. Higher up the school, teachers develop pupils' writing skills effectively through the context of topic work. For instance, pupils write an engaging medieval newspaper report or a clear explanation of how a plant reacts to light.

The school has a systematic approach to teaching maths that engages pupils well and ensures that they make good progress. For example, pupils in Years 1 and 2 enjoy drawing their own number lines, which they use to identify even numbers or practise counting in 2s. By the time they reach Years 5 and 6, pupils explore a range of methods to solve number problems with confidence. Pupils apply their skills across the curriculum well when given the opportunity. For example, younger pupils apply their knowledge of measures effectively when using a rain gauge to measure the weekly rainfall in Llanrumney.

The school maintains a clear focus on national priorities, including developing the Welsh language and addressing the requirements of ALN reform. Leaders plan the provision for pupils with ALN effectively across the school. They place a beneficial emphasis on the views of pupils and parents and understand the needs of individual

pupils well. Because of this, pupils make good progress towards their individual targets.

Overall, the curriculum is broad and balanced and enables most pupils to make strong progress in most areas, including with the development of their Welsh language, physical and digital skills. However, in general, provision for creative thinking is underdeveloped. Across the school, lessons in expressive arts and other areas of the curriculum are often overly prescriptive and focus too heavily on the end product. As a result, pupils do not have enough opportunities to be innovative, develop their own ideas or express themselves creatively.

Leaders demonstrate a thoughtful, carefully planned approach to professional learning, and ensure that it is relevant for staff. It is well informed by the outcomes of school self-evaluation and aligned to school improvement priorities. Leaders have a strong commitment to supporting staff to use relevant research to inform their practice, particularly in relation to teaching.

Provision for pupils from Nursery to Year 2 reflects a firm commitment to the principles of foundation learning. Staff provide regular opportunities for pupils to make choices as they access a range of activities available to them. A newly refurbished outdoor play area supports pupils' physical development successfully. However, areas of continuous provision to support child-initiated learning through play, indoors and out, are at an early stage of development.

The school makes effective use of the Pupil Development Grant to ensure that pupils eligible for free school meals make progress and thrive as learners. This includes supporting these pupils to have access to a range of valuable enrichment activities and school trips.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site security do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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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