



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

A report on

St Fagans C.I.W. Primary School

**Drope Road
Michaelston Super Ely
CF5 4SZ**

Date of inspection: September 2024

by

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

About St Fagans C.I.W. Primary School

Name of provider	St Fagans C.I.W. Primary School
Local authority	Cardiff Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Church in Wales
Number of pupils on roll	205
Pupils of statutory school age	172
Number in nursery classes	5
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%)	17.6%
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%
Percentage of pupils who speak Welsh at home	1.9%
Percentage of pupils with English as an additional language	11%
Date of headteacher appointment	01/09/2016
Date of previous Estyn inspection (if applicable)	01/03/2017
Start date of inspection	23/09/2024

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

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

Summary

St Fagan's Church in Wales Primary School has an inclusive culture where pupils feel safe and happy. Leaders develop a nurturing and caring environment where pupils and staff feel supported and respected. Nearly all pupils have good attitudes to learning and their behaviour is excellent. Staff provide effective support for pupils with additional learning needs (ALN) and, as a result, pupils with ALN make good progress.

Staff work collaboratively to develop pupils' literacy skills well. They promote a love of reading and develop pupils' speaking and listening, and their writing skills successfully. Most pupils develop as confident and skilful mathematicians and use their numeracy skills in a range of purposeful activities across the curriculum. However, across the school, pupils' Welsh and digital skills are underdeveloped.

The school has developed a curriculum that engages pupils and provides a range of meaningful learning experiences. Pupils benefit from learning from visitors and visits that support their understanding of diversity and their community. Most staff use effective feedback to enable pupils to understand how to evaluate and improve their work. Older pupils gain valuable leadership skills through the school's Senedd activities. However, opportunities for pupils to choose how and what they learn are limited.

The school's governors provide valuable support. They use a range of suitable monitoring activities to evaluate the school's performance and are beginning to support the identification of new priorities. Staff generally communicate effectively with parents to keep them up to date with school events.

Recommendations

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

- R1 Improve pupils' digital and Welsh language skills
- R2 Enable pupils to make choices in how and what they learn to further develop their skills as independent learners

What happens next

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

Main evaluation

St Fagan's Church in Wales Primary School successfully promotes an inclusive culture where pupils feel safe and happy. Pupils thrive in the school's nurturing and caring environment and staff feel respected and supported by leaders. Pupils appreciate the well-being support provided by staff and readily share any worries or concerns. Throughout the school, pupils' behaviour is excellent, and they engage well with their learning. Staff have high expectations, know pupils well and have a sound understanding of their needs. As a result, nearly all pupils including those with additional learning needs (ALN) make good progress from their individual starting points.

The school has developed its curriculum appropriately to align with Curriculum for Wales. Teachers plan a range of interesting and authentic learning experiences. For example, visitors to school, such as the Welsh-Maltese boxer Joe Cordina, develop pupils' knowledge of the lives of local athletes and understanding of the diverse nature of their community. However, although pupils often suggest ideas at the start of a new topic, they do not have sufficient influence on what and how they learn. In addition, in a few classes staff tend to over-direct learning and this limits pupils' independence.

There is a strong culture of reading across the school. The school's systematic approach to teaching early reading skills is highly effective. The youngest pupils use their knowledge of letters and sounds effectively when attempting to read unfamiliar words in the books they enjoy. By the time they reach Year 6, most pupils use a range of independent reading strategies effectively. For example, they use inference and deduction successfully when reading books for pleasure.

Across the school, staff are effective language role models. Teachers plan an interesting range of experiences that improve pupils' communication skills. In the younger classes, nearly all pupils listen to others with increasing attention and follow instructions well. By Year 6, many pupils provide sophisticated responses to others' points of view. For example, when discussing donations to a Cardiff food bank, pupils explain the difference between what people need and what they would like to have. Staff provide worthwhile experiences for pupils to write for a variety of purposes. For example, younger pupils write letters using simple and clear language choices, and older pupils use formal and technical language successfully when summarising science investigations.

Most pupils develop as confident and skilful mathematicians. Teachers plan systematically for pupils to develop their mathematical knowledge and their numeracy skills. In the younger classes, pupils develop a sound understanding of place value. Older pupils use a range of calculation methods successfully in their work across the curriculum. Many pupils across the school develop basic digital skills to support their learning. However, overall pupils do not develop a broad enough range of digital skills and do not make sufficient progress in digital competence.

Most pupils enjoy being physically active and develop their physical and creative skills through a broad range of purposeful activities. For example, during dance lessons, Year 6 pupils enthusiastically learn, refine and personalise a complex Charleston routine. Pupils in Year 2 select and combine colours effectively when creating paintings of autumn leaves.

In most lessons teachers use questioning and feedback effectively to support pupils to make progress and move their learning forward successfully. Teaching assistants are highly effective in their roles and provide valuable support for individuals and groups of pupils. They work in close partnership with teachers to monitor the progress of pupils.

Senior leaders provide strong and compassionate leadership, have clearly defined roles and work effectively as a team. They use a suitable range of self-evaluation and monitoring processes, including listening to pupils' views and looking at their work to make decisions about the school's strengths and areas for improvement. Through these activities, leaders have made improvements to the quality of teaching and learning. They have developed the level of challenge in mathematics and literacy to meet the needs of all pupils well. However, the school's curriculum does not focus appropriately on developing pupils' Welsh and digital skills.

Leaders and governors have successfully addressed many national priorities including ALN reform and managing the impact of poverty on pupils' outcomes. The school's focus on improving provision for pupils requiring additional support, for example, has led to changes in provision that ensure nearly all pupils with ALN make good progress towards meeting their personal goals and targets. The school promotes Welsh culture appropriately, for example through learning about their locality, and the work of the pupil leadership group Criw Cymraeg. However, opportunities for most pupils to develop their Welsh language skills progressively are limited.

Spotlight: Pupil leadership through the Senedd

Staff provide valuable opportunities for pupils to take on leadership responsibilities and develop skills that have a positive impact on the life and work of the school. Pupils apply to be members of the range of groups known as ministries that make up the school's 'Senedd'. Each ministry is led purposefully by a Chair and Vice Chair. The seven ministries meet regularly throughout the year to decide and evaluate their goals. For example, the Communication and Enterprise Ministry produce an informative newsletter to be distributed in the local church and wider community. The ministries successfully promote the importance of giving, by organising fundraising events for the school's chosen charities.

Governors provide effective support to the school and consider the well-being of leaders appropriately. They have a sound understanding of their role in keeping pupils safe and their responsibility to promote healthy eating and drinking. Governors collect valuable first-hand information about pupils' learning and have a good

understanding of the challenges facing the school. The governors' role in identifying and developing new school priorities is developing suitably.

The school maintains strong relationships with its local community. Visits from local community leaders and emergency services support pupils' understanding of their work. Staff communicate effectively with parents and carers and provide purposeful opportunities for them to visit the school. For example, 'book look' days enable parents to gain a better understanding of their children's progress in their written work.

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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