



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

**A report on**

**Moorland Primary School**

**Moorland Road  
Splott  
Cardiff  
CF24 2LJ**

**Date of inspection: October 2024**

**by**

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

## About Moorland Primary School

Name of provider	Moorland Primary School
Local authority	Cardiff Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	390
Pupils of statutory school age	307
Number in nursery classes	40
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%)	55.1%
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%)	8.9%
Percentage of pupils who speak Welsh at home	0.5%
Percentage of pupils with English as an additional language	33.3%
Date of headteacher appointment	01/09/2021
Date of previous Estyn inspection (if applicable)	01/04/2018
Start date of inspection	14/10/2024

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](https://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

Moorland Primary School is a friendly and welcoming community where pupils feel valued and safe. Staff are positive role models and provide high levels of support and care for pupils. As a result, the behaviour of most pupils is excellent, and they thrive in the school's inclusive culture.

Most pupils make strong progress in their speaking and reading skills. They make suitable progress with their writing skills. However, there are too few opportunities to apply their writing skills across different areas of learning. Most pupils develop their mathematics skills well and use them purposefully in their learning enquiries. Most pupils develop their digital skills successfully and use them effectively across the curriculum. The school supports pupils' creative skills exceptionally well, including strong links with a range of performing arts companies.

Teachers work collaboratively to create a curriculum that provides a broad range of authentic learning activities. There are valuable opportunities for younger pupils to explore the outdoor environment and develop their thinking skills. Most staff across the school use questioning effectively to check pupils' understanding and develop their independent skills. However, teachers do not always provide sufficient challenge to ensure that pupils make the progress of which they are capable.

The support for pupils with additional learning needs (ALN) is strong. Most pupils, including those in the specialist resource bases, make good progress from their different starting points. Although pupil attendance has improved slightly, the overall attendance of pupils, including those eligible for free school meals, remains low.

Governors provide effective support for the school. They have a good understanding of the school's priorities and the community it serves. The school develops strong links with parents and carers through a broad range of activities, including baby and toddler afternoons.

## Recommendations

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

- R1 Improve the quality of monitoring to ensure that teaching provides suitable challenge for pupils in all areas of the curriculum
- R2 Improve the range of opportunities for pupils to write for a range of authentic purposes in their work across the curriculum
- R3 Continue to improve attendance for all pupils

## What happens next

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

## Main evaluation

Staff at Moorland Primary School promote a kind and welcoming community where pupils feel valued and safe. Staff are positive role models and develop strong, professional relationships with pupils. As a result, the behaviour of most pupils is excellent, and they thrive in the school's inclusive culture.

Teachers work collaboratively to create a purposeful and progressive curriculum. The curriculum successfully integrates an inquiry-based approach to learning and provides a broad range of authentic learning experiences. For instance, staff provide valuable opportunities for younger pupils to develop their physical and thinking skills when working outdoors. As a result, most pupils, including those with additional learning needs (ALN), show high levels of engagement and make strong progress from their different starting points.

Teachers plan effectively for the development of pupils' speaking and reading skills. They are effective language role models, and this supports pupils to make strong progress with their speaking skills. Teachers nurture pupils' enjoyment of reading and ensure that they develop the skills they need to read with understanding and pleasure. Most pupils make suitable progress with their writing skills. However, there are too few opportunities for pupils to write for a wide enough range of purposes across different genres and areas of learning. Most pupils make sound progress in developing their mathematical skills. They use these purposefully in their learning inquiries. They build effectively on their early understanding of number and develop a range of strategies to calculate effectively.

Most pupils develop a wide range of digital skills and use them effectively to support their learning. For example, older pupils interpret and present data about rates of immigration linked to the Windrush generation. Teachers develop pupils' understanding of Welsh identity, heritage and culture suitably. Across the school, most pupils' Welsh language skills develop appropriately. Teachers support pupils to develop their physical and creative skills well.

### Spotlight 1: Developing pupils' creative skills through links to the performing arts

The school has a strong culture of promoting and developing pupils' creative skills. They establish effective links with a range of local and national performing arts groups including Ballet Cymru and Welsh National Opera. These provide highly successful opportunities for pupils to engage in dance, drama and music workshops. Pupils develop creative skills well, collaborate effectively with their peers and gain the confidence to perform to an audience. School leaders are aware of the costs to families of accessing the performing arts and ensure that there is equity for all pupils.

In most classes, staff use effective questioning to check pupils' understanding and to support their independent learning. They provide effective feedback which enables pupils to respond and make improvements to their work. Across the school, staff move learning along at an appropriate pace and most pupils make suitable progress during individual lessons. However, teachers do not always provide sufficient challenge to ensure that all pupils make the progress they are capable of.

The support for most pupils with ALN is strong. Senior leaders work with staff to identify pupils' needs and then carefully plan and review their learning needs. Skilled support staff across the school provide a varied range of interventions that meet the needs of pupil well. Staff in the newly established specialist resource bases provide effective support for pupils to settle into school and develop positive relationships with staff and their peers.

Leaders and governors take suitable actions to address national priorities such as ALN reform and Curriculum for Wales. They mitigate the impact of socio-economic disadvantage, for example by providing pre-loved uniform and by using grant funding to offer a range of beneficial experiences for pupils. However, the low attendance of a few pupils including those eligible for free school meals has not been sufficiently addressed.

Senior leaders collect a useful range of first-hand information to evaluate the school's strengths and areas for development. They collaborate well and lead the school's improvement priorities successfully. However, leaders do not always prioritise areas of teaching in most need of developing, such as providing appropriate levels of challenge for all pupils in their work across the curriculum.

Governors provide effective support to the school and are committed to their roles. They have a sound understanding of their responsibility to keep pupils safe and successfully promote healthy eating and drinking. Governors thoughtfully consider and implement plans to address challenges facing the school, such as financial constraints and the complex learning needs of a few pupils.

Senior leaders and governors prioritise the well-being of pupils and staff. Trained staff provide highly effective support, including counselling, that promotes the well-being of pupils and staff successfully. Staff value diversity and inclusion effectively and most pupils feel that their opinions are valued.

Leaders manage the performance of all staff successfully. The school provides a beneficial range of professional learning opportunities for teachers that improve the school's provision. Recent examples include training to enhance the development of pupils' oracy and early reading skills. These generally have a positive impact on pupils, for example by increasing pupils' ability to articulate their ideas to staff. Teaching assistants engage in a range of purposeful learning activities that support them to undertake their roles effectively, for example when supporting pupils with speech and language difficulties. This training enables staff to provide highly effective support for pupils across the school.

The school communicates effectively with parents and carers. They are kept up to date with regular newsletters and are well informed about their child's learning and progress. Leaders provide valuable opportunities to enhance the relationship

between school and home, for example through family learning sessions and baby and toddler afternoons. As a result, staff have strong working relationships with most parents and carers.

### **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](http://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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