



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

A report on

Stacey Primary School

**Stacey Road
Roath
CF24 1DW**

Date of inspection: October 2024

by

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

About Stacey Primary School

Name of provider	Stacey Primary School
Local authority	Cardiff Council
Language of the provider	English
School category according to Welsh-medium provision	Category 1 – English-medium school
Type of school	Primary
Religious character	None
Number of pupils on roll	200
Pupils of statutory school age	182
Number in nursery classes	18
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%)	36%
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%)	9%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	51%
Date of headteacher appointment	02/01/2017
Date of previous Estyn inspection (if applicable)	07/11/2016
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

Stacey Primary School has established a welcoming and calm school community, with strong relationships between pupils and adults. The school provides a stimulating, engaging, and nurturing learning environment for all pupils, supporting their progress from sometimes very low starting points. Curriculum development is a high priority for leaders and the school's consistent approach to ensuring that pupils have effective oracy skills is a strength.

Teachers plan purposeful opportunities for pupils to apply their literacy and numeracy skills across the curriculum, preparing them well to be able to apply these skills in real-life situations. However, there are inconsistencies in the teaching of maths that result in a minority of pupils struggling to make progress without adult support.

The school supports the development of pupils' spiritual, moral, and cultural understanding, teaching them to be considerate of others, respect differences, and understand the importance of equality. Teachers ensure valuable opportunities for pupils to learn about Wales and their local community through visits and involvement in local projects.

The youngest pupils settle well into daily routines and they benefit from the many purposeful opportunities, indoors and outside. In a few of the younger classes, opportunities for pupils to be curious, explore and practice skills do not match the pupils' stage of development, resulting in them not persevering at tasks.

The headteacher provides effective leadership and high expectations for all. Good communication contributes to robust safeguarding practices. Parental engagement in school life has increased, and staff ensure that the school is a welcoming space, helping to develop positive relationships within the school community.

A positive culture of continuous improvement and reflection is developing well in the school, with teachers skilfully using questioning and feedback to assess progress and extend learning in lessons. Strategic planning takes into account national priorities, such as developing Welsh language skills.

Leaders, staff, and governors work together effectively to keep strategic decisions under review to ensure that they are in pupils' best interests.

Recommendations

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

R1 Improve the consistency in teaching to ensure the effective development of pupils' mathematical and independent learning skills

R2 Ensure that the learning environment in the younger classes provides effective opportunities for pupils to be curious, explore and practise their skills

What happens next

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

Main evaluation

Leaders, staff and governors of Stacey Primary School have successfully established a welcoming and calm school community, based on a respectful team ethos. Relationships between pupils and adults are strong. Nearly all pupils behave well and are courteous and considerate. The support for pupils with additional learning needs (ALN), and those who are vulnerable, is effective. Leaders and staff have a strong understanding of the needs of the pupils and the local community. Pupils appreciate the high-quality care and support the school provides. Nearly all feel safe and are confident that leaders and staff will listen to any concerns and look after them whenever they need help.

Most pupils start school in the nursery class with skills below those expected for their age. During their time in school, most pupils, including those affected by socio-economic disadvantage, those with English as Additional Language (EAL) and pupils with ALN, make at least good progress from their starting points. This is a result of the meaningful and engaging learning opportunities that staff provide.

The youngest pupils settle well into daily routines and they benefit from the many purposeful opportunities, indoors and outside, that help them to explore, problem-solve, and develop their language and physical skills successfully. However, in a few of the younger classes, the learning environment limits opportunities for pupils to be curious, explore and practise their skills. As a result, a minority of pupils do not persevere at tasks in their 'inquiry time' and this limits their progress.

The consistent approach to teaching and the clear focus on pupils' skills is strength of the school and impacts positively on their progress and ensures that nearly all pupils have a constructive attitude towards learning. Curriculum development is a high priority for leaders. They ensure that staff have opportunities to engage in meaningful professional learning and the time to collaborate to develop their ideas. Leaders ensure oracy is at the heart of the curriculum and, as a result, most pupils also make good progress in reading and writing. Pupils develop their phonic skills well and, over time, become confident readers. Teachers develop pupils' writing skills effectively to ensure that by the time they leave the school most write for a range of purposes using different genre.

Spotlight: Effective development of pupils' oracy skills

There is strong provision for pupils' oracy development. The school's commitment to listening to pupils' views is demonstrated through a curriculum for language that maps out progression in the purpose and audience for pupils' oracy skills from nursery to Year 6. This helps to ensure that pupils have a wide range of opportunities to talk and to acquire a rich vocabulary that equips them to speak confidently in a

variety of different contexts. The high quality of pupils' oracy skills also helps them to create positive peer relationships and supports their emotional well-being.

Overall, teachers plan plenty of purposeful opportunities for pupils to apply their literacy and numeracy skills across the curriculum. This enables pupils to develop their skills in meaningful ways and prepares them well to use these when they are older in real life situations. A majority of pupils solve mathematical problems confidently and correctly. However, there are inconsistencies in the teaching of maths that result in a minority of pupils struggling to make progress without direct adult support. Often this is because pupils develop misconceptions that are not identified and addressed swiftly enough by staff.

Teachers have high expectations of pupils and deliver lessons at an appropriate pace. This helps to ensure that nearly all pupils are engaged and actively involved in their learning. Teachers deploy support staff well. In many cases, teaching provides an appropriate level of support and challenge for pupils' learning. On occasions, staff tend to direct pupils' learning too much, and this limits the opportunities for them to learn independently. Most teachers use questioning skilfully to assess progress and extend learning in lessons. However, inconsistent feedback from staff limits the opportunity for a minority of pupils to make meaningful improvements to the quality of their work.

Staff ensure that the curriculum supports the development of pupils' spiritual, moral and cultural understanding, for instance teaching them to be considerate of others, to respect differences and to understand the importance of equality. Pupils become confident individuals with a sound awareness of the importance of healthy relationships and how to keep themselves safe, including online. Teachers ensure valuable opportunities for pupils to learn about Wales and their local community through visits and involvement in local projects.

The headteacher provides effective leadership and has high expectations for all. The school runs efficiently and communication is a strength. This contributes strongly to its robust safeguarding practices. During the past few years, parental engagement in school life has increased. Staff ensure that the school is a welcoming space and this helps to develop positive relationships within the school community. Most parents now feel comfortable to take part in social and learning experiences in the school and nearly all attend meetings to discuss their children's learning and progress. The school values the opinions of pupils. The many pupil leadership groups work alongside school leaders to bring about improvements, for example, writing an anti-bullying leaflet for the pupils.

Leaders are developing a positive culture of continuous improvement and reflection in the school. By taking part in purposeful self-evaluation activities, leaders and staff have a secure understanding of the school's strengths and areas for development. However, at times, monitoring processes do not focus well enough on the impact of the school's work on pupils' skills and leaders do not have a secure knowledge of the consistency of teaching across the school.

The school's strategic planning takes good account of national priorities, such as developing pupils' Welsh language speaking skills. Teachers plan well to ensure that pupils acquire and apply these progressively over time, with younger pupils sharing

vocabulary and using simple sentences effectively. Older pupils use the language with confidence and independence outside of lessons and in general school life.

Leaders monitor pupils' attendance carefully and staff work effectively with external partners to support families to improve their children's attendance. The school has successfully improved attendance rates in recent years including for those who are eligible for free school meals and pupils with ALN.

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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