

Mrs Hallett
Llandaff City C.I.W. Primary School
Hendre Close,
Llandaff
Cardiff
CF5 2HT

20/03/2025

Dear Mrs Hallett

Interim visit: March 2025

A team of inspectors visited Llandaff City Church in Wales Primary School to consider how the school has progressed in addressing two of the recommendations from its core inspection in December 2022. Below is a summary of progress towards these recommendations. Leaders should use these findings to help them make further improvements in these areas.

Overall, leaders and staff at the school have worked diligently to address many of the issues identified during the original inspection. They have a clear picture of the school's current strengths and areas for development, and have suitable plans to continue to move the school forward.

Focus of visit

Develop the curriculum to offer pupils a more balanced range of learning and give stronger opportunities to develop their cross curricular numeracy and digital skills.

Leaders have worked diligently to engage with pupils, parents and the wider school community to gather ideas to build a meaningful curriculum that supports the development of all pupils. This curriculum focuses on a range of 'Big Ideas', such as 'Wales a nation shaped by its past', from which each year group develops its own, more focused, topics. In general, these topics engage pupils well. The school is part-way through this

Estyn, Llys Aneur, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

development, and is working well to ensure that pupils have relevant and authentic learning experiences across all areas of learning.

Younger pupils benefit from a broad range of interesting teacher-led and self-directed learning activities. These are engaging and purposeful, and support pupils to make progress effectively. For example, pupils in Reception have a wide range of opportunities to develop their early writing skills effectively while following their own interests. At present, older pupils have beneficial opportunities to develop skills, knowledge and understanding across most curriculum areas. However, in a few cases the school has yet to ensure that the developing curriculum helps pupils make strong enough progress in all areas of learning, such as in expressive arts.

Across the school, many teachers ensure that pupils have authentic and relevant opportunities to practise and improve their numeracy skills across other areas of learning. For example, the oldest pupils use their numeracy skills thoughtfully to measure, compare and analyse the distance that different buggies travel. However, these skills are not yet embedded consistently throughout the curriculum and in a few classes, opportunities are not yet strong enough.

Most pupils have relevant opportunities to use and to develop their digital skills. By Year 6, many have an effective understanding of the purposes of databases and spreadsheets, and use them purposefully in their work. However, in a few year groups, these opportunities are not yet developed well enough.

Sharpen monitoring so that it focuses better on identifying strengths and shortcomings in pupils' learning, and evaluates the quality and impact of provision

Leaders are establishing a suitable range of monitoring activities to provide them with a broad range of evidence on the strengths and areas for improvement at the school. They use an appropriate variety of approaches to regularly and systematically measure the impact of teaching on the progress of pupils, such as listening to learners and scrutiny of pupils' books. However, while the curriculum is developing steadily, leaders have not yet embedded clear enough processes to ensure that they evaluate the impact of the changes they are making and whether they lead to measurable improvements in pupil progress.

Senior leaders are beginning to conduct monitoring activities that link well with the school's improvement priorities. Where this is most successful, it evaluates accurately the impact of recent initiatives on pupils' learning. For example, leaders monitor the assessment strategies used by pupils in their learning, and recognise improvements in pupils' ability to evaluate their own progress and to identify their own next steps in learning. Middle leaders' evaluations are beginning to identify strengths and shortcomings in pupils' knowledge, skills and understanding, for instance in pupils' digital skills.

Governors have recently become more engaged in monitoring activities across the school. This provides them with a helpful overview of pupils' learning. They value the opportunity to gain first-hand information, which enables them to better challenge and support the school in its improvement work.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6813346>

Yours sincerely



Liz Miles

Assistant Director