



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

A report on

Peterston Super Ely C.I.W. Primary

**Heol Llanbedr
Peterston Super Ely
Cardiff
Vale of Glamorgan
CF5 6LP**

Date of inspection: June 2022

by

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

About Peterston Super Ely C.I.W. Primary

Name of provider	Peterston Super Ely C.I.W. Primary
Local authority	Vale of Glamorgan Council
Language of the provider	English
Type of school	Primary
Religious character	Church in Wales
Number of pupils on roll	182
Pupils of statutory school age	152
Number in nursery classes	13
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 21.3%)	11.4%
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 22.2%)	13.8%
Percentage of pupils who speak Welsh at home	0%
Percentage of pupils with English as an additional language	0%
Date of headteacher appointment	01/09/2015
Date of previous Estyn inspection (if applicable)	01/02/2013
Start date of inspection	13/06/2022

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.

Overview

Peterston Super Ely Primary School is a happy, inclusive school that places a high priority on the well-being of its pupils. Nearly all pupils feel happy and safe in school and behave exceptionally well in class. They show care and consideration for each other in lessons and around the school.

Most pupils make good progress from their starting points including those with additional learning needs (ALN). They make particularly good progress in their personal and social development, and their speaking and listening skills. They make strong progress in literacy and numeracy and apply their skills well across the curriculum when given the opportunity.

The school is working strategically to develop an engaging curriculum that provides an effective breadth and depth of learning experiences across most areas of learning and experience. Pupils contribute to the content of their learning through 'Quests', which provide opportunities for them to generate and consider individual questions relating to the current topic. However, overall, opportunities for pupils of all ages to influence what and how they learn are at an early stage.

Throughout the school, staff provide many interesting opportunities for pupils to learn through firsthand experiences. However, opportunities for foundation phase pupils to learn through free play and exploration, both indoors and outdoors, are inconsistent. This limits opportunities for them to follow their individual interests and develop their thinking independently.

Senior leaders identify aspects of the school's work that are in need of improvement and the steps that are needed to achieve this effectively. Leaders have worked with the school community to create a clear vision, 'learning and growing together, to become the best we can be' that is reflected well in the daily life of the school community.

Recommendations

- R1 Ensure that provision for three to seven-year-olds meets their developmental needs effectively both indoors and out
- R2 Ensure that pupils have effective opportunities to contribute to what and how they learn in order to follow their interests, develop their ideas and express themselves creatively
- R3 Address the safeguarding issue identified during the inspection

What happens next

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

Main evaluation

Learning

Nearly all pupils make good progress in their learning including those with additional learning needs (ALN). They have re-engaged with learning very positively following periods of lockdown, and this is a credit to the school. Nearly all pupils from nursery to Year 6 make particularly good progress in their speaking and listening skills and personal and social development. For example, children in the reception class chat happily to friends about their activities and give clear explanations when asked to think about why spiders make webs. Older pupils use technical vocabulary very well such as when pupils in Years 5 and 6 use the word 'meniscus' when measuring liquids and describe cleaning a petri dish as 'decontaminating'.

Pupils' Welsh language speaking skills are developing suitably. Most pupils from nursery to Year 2 follow instructions and respond to simple questions well. They have a developing knowledge of Welsh vocabulary such as colours and numbers. Most older pupils are able to engage in simple conversations about their families and readily extend their sentences such as when they describe their pets.

Across the school, most pupils make strong progress in developing their literacy skills. Most younger pupils have a secure knowledge of letters and sounds, despite the impact of the pandemic on their learning. They apply this knowledge to their reading well. By Year 2 most pupils read fluently and show a growing love of books and reading. Most pupils in Years 3 and 4 show an effective understanding of the texts they read and are able to discuss characters in a story well. Most pupils in Years 5 and 6 read with expression and good understanding. Many talk about their favourite books and authors with enthusiasm.

Overall, across the school, pupils develop their writing skills successfully. Younger pupils improve their skills and confidence effectively when writing about a traditional story or creating poetry based on the work of Michael Rosen. As they move through the school pupils develop their understanding of spelling, grammar and punctuation effectively. When given the opportunity, pupils in key stage 2 apply these skills across the curriculum well, with strong use of technical vocabulary. For example, they use the word 'permeable' when writing an explanation of the water cycle. Most pupils apply their thinking skills well. For example, almost all Year 5 and 6 pupils reflect on the results of experiments thoughtfully, evaluate trends and provide reasons why results may not turn out as expected.

Most pupils across the school make good progress in developing their numeracy skills. Many have particularly positive attitudes to maths and enjoy their work. Most children in the nursery class recognise numbers and count accurately to at least 5. Pupils in Year 1 make very good progress as they solve problems of addition using two-digit numbers. In Years 3 and 4, pupils add and subtract 3 and 4-digit numbers and find simple fractions of amounts including money. Almost all older pupils make very good progress in measuring milliliters and grammes and read scales accurately in authentic contexts. They add and subtract using thousands and have a good understanding of place value involving two decimal places.

Most pupils develop their digital competency skills suitably across the school and this often supports their learning in other areas. For example, pupils in the reception class develop their understanding of symmetry effectively when using a computer program to create pictures of butterflies. Most older pupils develop their digital competency successfully across an appropriate range of skills. For example, they organise and present information using computer packages well when designing a fact file about Greta Thunberg.

Throughout the school many pupils develop their artistic and creative skills well when given the opportunity. In the reception class pupils use their whole body, including their fingers and toes, to move very expressively as they pretend to be a busy spider weaving a web. Older pupils engage positively in creative activities such as music and art. For example, pupils in Year 3 compose and perform music using recycled and found items in response to a story about environmental issues successfully.

Well-being and attitudes to learning

Nearly all pupils have readjusted very well since returning to school life after closures due to the pandemic. Their level of well-being and attitudes to learning are a very strong feature of the school. They arrive at school happily and show pride in themselves, their school and their work.

Nearly all pupils feel happy and safe in school and are confident that they can talk to adults and their friends if they are worried or upset. Nearly all pupils show compassion for their peers and support each other very well in lessons and around the school. They have an effective awareness of how to keep themselves and others safe online. They understand how to make healthy choices relating to diet, physical activity and emotional wellbeing effectively. For example, in the nursery class pupils identify which foods are healthy or unhealthy successfully as they play in the home corner.

The behaviour of nearly all pupils, in class, when moving around the building, and at break times, is exceptional. They settle quickly and are ready to learn promptly. Nearly all pupils show confidence and resilience in both their work and relationships. Most older pupils explain their feelings and discuss topical issues with high levels of maturity. For example, pupils in Year 6 speak passionately when discussing topics such as equal pay for female footballers.

Most pupils work well individually, in pairs and in groups. For example, pupils in Year 3 and 4 cooperate well and take turns sensibly when working together to make models of motte and bailey castles. They are keen to take on new challenges and show persistence when doing so. For example, pupils in Year 1 show high levels of engagement, and develop their problem-solving skills well, as they attempt to transport water for a spider's bath without spilling any.

Most pupils develop the confidence to talk about their learning and suggest how they might improve their work. Most older pupils offer constructive feedback to one another or respond to requests for help from their peers successfully. Nearly all pupils respond well to verbal feedback from staff.

Many pupils, including those with ALN, relish opportunities to take on leadership roles, such as members of the school council and eco-committee. They play a developing role in the life and work of the school. For example, members of Criw Cymraeg talk with enthusiasm about how they support Welsh language development across the school. Many pupils embrace a wide range of interesting clubs such as Spanish, Fashion Designer and Story Adventure.

Owing to the coronavirus pandemic, inspectors will not report pupils' rates of attendance during the academic years 2020-2021 and 2021-2022. Inspectors will, however, consider the school's provision for monitoring and improving attendance as part of inspection.

Teaching and learning experiences

Teaching across the school is consistently strong. Respect between pupils and adults is particularly effective and pupils' behaviour is managed very well. As a result, nearly all pupils, including those who need support to manage their emotions, engage successfully with learning experiences across the curriculum. The school uses support staff very well and they play a key role in pupils' learning throughout the school.

The teaching of numeracy and literacy skills is good. Teachers plan engaging lessons and this impacts well on pupils' progress and enjoyment. For example, in Year 2 pupils learn about right angles successfully through whole body movements and develop their writing skills by writing stories about the creatures they sculpted on the beach. Teachers across the school have focused on developing reading skills and, as a result, pupils have made effective progress in this area. Provision to develop pupils' digital skills is effective overall, although opportunities for older pupils to develop their computational thinking are underdeveloped.

Most staff use questioning techniques skillfully to assess how well pupils understand the intended learning and move them forward. In many cases, questioning challenges pupils to explain their reasoning to encourage deeper thinking. For example, when discussing the impact of stereotypes, older pupils are encouraged to exemplify their thinking. Teachers provide ongoing verbal feedback effectively throughout lessons to encourage pupils and address any misconceptions. In key stage 2, pupils are provided with a few beneficial opportunities to reflect upon and improve their work. For example, Year 6 pupils redraft and make relevant improvements to their non chronological reports about planets.

Across the school most teaching has a clear learning purpose and includes a range of interesting resources to engage pupils' interest. For example, PH meters and precision digital scales are used effectively in key stage 2. However, teaching often relies on worksheets and templates which reduces opportunities for pupils to respond creatively or to organise their work independently.

In response to curriculum reform, the school is developing an engaging curriculum that provides an effective breadth and depth of learning experiences across areas of learning and experience. Pupils are beginning to contribute to the contexts for their learning. For example, pupils across the school, work on 'Quests' which provide opportunities for them to generate and consider individual questions relating to the

current theme being explored. However, overall, opportunities for pupils of all ages to influence what and how they learn are at an early stage.

The school has made a good start to developing authentic learning experiences for pupils. For example, teachers plan for pupils in Years 5 and 6 to take part in a competitive project to design an outdoor obstacle course for younger pupils. This enables them to apply their key skills as they plan their design while meeting a set of criteria, including an agreed budget. Teachers support pupils in Year 2 to successfully develop their skills and understanding across areas of learning as pupils plan a fundraising project. They are encouraged to apply their numeracy and literacy skills when using a tally to identify the classes' preferred charity, and when designing a poster to promote their sponsored walk.

The curriculum reflects the nature of the school's context and the wider world successfully. The school environment promotes Welsh culture effectively. For example, pupils in Year 1 create and display artwork inspired by a local Welsh artist. Provision for Welsh language includes 'patrwm yr wythnos' (language pattern of the week) and pupils are also encouraged to develop their Welsh speaking skills during planned Welsh language activities. However, generally, teachers do not readily engage pupils in speaking Welsh during lessons or throughout the school day.

Learning environments for younger pupils in the foundation phase include an effective range of continuous provision to support play and learning. However, provision for pupils in Years 1 and 2, including outdoors, is underdeveloped and does not meet pupils' developmental needs consistently well. This limits opportunities for pupils to access and select their own resources, follow their own interests, and develop their thinking independently.

Care, support and guidance

The school is a nurturing and inclusive environment where pupils feel safe, happy and secure. Staff know pupils very well and respond sensitively and effectively to their emotional and social needs. The supportive ethos and the good quality provision at the school, enable most pupils to develop very positive attitudes to their learning and strong personal and social skills.

The school has a well thought out plan for a smooth transition to the new ALN system. The school has strong strategies to identify and meet the needs of pupils with ALN. It tracks the progress of all pupils with ALN comprehensively and works effectively with a range of external agencies when appropriate. As a result, all pupils with ALN receive the support that they need to make progress against their individual learning targets.

The school supports pupils' health and well-being successfully. Staff implement a whole school approach to well-being, which is responsive to the different needs of each class. This ensures regular opportunities for pupils to 'check in' with adults and provides effective programmes of ongoing support when needed. Additional planned activities support pupils to relax, reflect and boost their well-being. For example, pupils in Year 1 learn the benefits of taking time to stop and be in the moment as they listen carefully for sounds in the woods.

The school has beneficial arrangements to promote exercise and healthy eating and drinking and, as a result, nearly all pupils understand the importance of choosing a healthy lifestyle. There are effective opportunities for pupils to be active during the school day and to take part in regular sporting activities. The school provides a variety of extra-curricular sports clubs, such as netball and cricket, that help pupils to develop an effective understanding of the importance of physical exercise to their health.

The school provides well for pupils' spiritual, moral and ethical development. The messages the school relates through collective worship and classroom activities encourage pupils to reflect on their own beliefs and values very effectively. For example, during assembly, older pupils are supported to understand the importance of looking within a person, rather than focusing on external appearances.

The school provides a good range of opportunities for nearly all pupils to develop their understanding of justice and equality. Through carefully thought-out topics, the school provides relevant opportunities to look at ethical questions and the diverse world we live in. For example, during the topic 'Equality', older pupils learn about slavery and the injustice of racism. As a result, nearly all pupils show empathy and a deepening understanding of difficult issues. This provision is a strength of the school.

Educational visits, whilst curtailed by the pandemic, are being reintroduced to support pupils learning well. For example, a trip to Southerndown beach provides an opportunity for pupils to work alongside each other on similar themes linked to the seaside. Year 1 pupils show delight as they learn about the starfish, crabs and shrimp they find in rockpools, while those in Year 5 investigate the PH levels of the water.

Generally, arrangements to safeguard pupils meet requirements. However, issues related to site safety were brought to the attention of the school during the inspection.

Leadership and management

The headteacher, ably supported by the senior leadership team, has created a highly inclusive school where every pupil is valued and supported. Leaders have worked with all those involved with the school to create a clear vision that is lived out powerfully in the school community.

Senior leaders are effective role models and set high expectations for staff and pupils. They place a strong emphasis on the importance of showing care and consideration for each other and demonstrate a high level of commitment to making everyone's time in school beneficial and enjoyable. The headteacher leads by example and has been very successful in working with other leaders to create a highly motivated team of teachers and support staff who feel that their wellbeing is prioritised.

Leaders work strategically with staff to ensure learning experiences promote the school's caring and inclusive ethos very well. They have a reflective approach, which focuses successfully on improving outcomes for pupils. For example, on return to school after the pandemic, staff identified that some pupils were reading without suitable comprehension. They immediately introduced strategies to address this

issue that resulted in most pupils making good progress with their reading and improving their ability to understand and appreciate the content of texts

The continuous nature of self-evaluation is a strength of the school. Findings from monitoring activities feed purposefully into new areas for development. For example, senior leaders, teachers and governors recognise the need to provide pupils with more frequent opportunities to write at length. However, in a very few cases, improvement activities do not address identified areas robustly enough. For example, although recognised by the school as an area of focus, leaders have not placed enough emphasis on the need to apply the principles of learning through exploration and play consistently across provision for pupils from nursery to Year 2.

Governors fulfil their roles very effectively. The governing body makes the most of the skills of individual governors to make a valuable contribution to the school. They ensure that the school promotes healthy eating and drinking well. For example, the school provides water coolers and a healthy food tuck shop.

Leaders and governors manage finances effectively. Leaders use grants efficiently to support vulnerable pupils who make good progress as a result. Overall, leaders create a strong safeguarding culture and staff know pupils and their families well. However, a very few issues relating to safeguarding were identified by the team during the inspection and shared with the school.

Pupils and parents have a worthwhile say in school improvement. For instance, staff noticed that as a result of a lack of co-operative play during the pandemic, some pupils were struggling to relate well to each other during break times. Leaders sought the views of parents and pupils through a questionnaire, and this influenced the redesign of the playground. As a result, pupils now play more cooperatively and there are fewer instances of disagreement between pupils.

Leaders create a positive culture where all staff feel that they have a part to play and that they can develop professionally, both in following their own interests and in being equipped for whole school initiatives. For example, wellbeing training for learning support assistants has improved emotional support for pupils across the school very successfully. Staff disseminate training and share effective practice well. A good example of this is the way the ALN co-ordinator has recently taken over the post continued the good progress towards implementing ALN reform.

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

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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