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07/04/2025

Dear Owen

**Interim visit:** March 2025

A team of inspectors recently visited Peterston Super Ely CIW Primary School to consider how the school has progressed in addressing the recommendations from its core inspection in June 2022.

During the visit, the team had the opportunity to observe teaching and learning, look at pupils' work, scrutinise evidence and talk to pupils, staff and leaders.

Below is a summary of progress against both recommendations. Leaders should use these findings to reflect on their successes and to support further improvements where needed.

**Focus of visit**

**Ensure that provision for three to seven-year-olds meets their developmental needs effectively both indoors and out**

- Leaders and staff are continuing to improve provision for the younger pupils in the school. Since the core inspection, teachers have accessed suitable professional learning and support from outside partners, alongside visits to other local schools. This is helping them to develop a deeper understanding of how best they can meet the developmental needs of younger pupils.

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- School leaders and staff have spent time improving learning environments for younger pupils. There is now a suitable range of indoor and outdoor provision to support pupils play and learning. In the majority of cases, teachers consider the knowledge and skills they want pupils to develop when engaging in learning activities. In the best instances these develop pupils' skills over time and link well with previous learning. For example, weekly challenges in Year 2 provide pupils with opportunities to develop their literacy skills effectively when writing book reviews.
- Many adults in the younger classes support pupils in their learning and work effectively during focused tasks. They work well to resource the learning areas and give pupils sufficient opportunities to learn independently. However, too often, activities are not challenging and purposeful enough. This means that pupils do not get effective enough opportunities to make links with previous learning and make strong progress, for example in problem-solving activities. On occasion, adults intercede and make decisions for the pupils too quickly.
- Leaders are at the early stages of ensuring that teachers apply the principles of learning through exploration and play consistently for three-to seven-year-olds.

**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**

- Overall, pupils have suitable opportunities to choose and to influence what they learn, but within topics decided by the teachers. For example, when studying natural disasters, pupils elect to research different phenomena, such as Tornadoes to Tsunami.
- Where they choose their own learning, pupils are highly motivated and undertake work, such as independent research, effectively. However, at present, pupils do not have the opportunity to have an input into the wider curriculum, for instance their whole school or class topics.
- In most cases, lessons engage pupils suitably and help to develop their knowledge, skills and understanding well. For instance, pupils make careful observations of changes in the environment that happen in the Spring and use this as a basis for creative poetry writing. Nearly all pupils engage in learning activities confidently and have positive attitudes to school.
- In the older classes, pupils have purposeful opportunities to contribute to how they will learn, or how they can present their learning. For example, older pupils choose to present their research using their digital skills or as an information leaflet. However, these opportunities are not consistently strong enough across the school.

- In a minority of instances, pupils' progress and their ability to develop their skills is limited by over direction or the use of worksheets. For instance, the use of grids and writing frames reduces pupils' ability to respond creatively and independently to express what they know and to produce extended pieces of writing.

Overall, leaders and staff have made sound progress in addressing these recommendations. The team would like to thank the school's leaders, staff, and pupils for their positive approach to the interim visit.

The school's/PRU'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/6733047>

Yours sincerely



**Liz Miles**

Assistant Director