



Rhagoriaeth i bawb – Excellence for all

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
CF5 6LP**

Date of inspection: February 2013

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Peterston super Ely Primary School is a Church in Wales Voluntary Controlled school situated in the village of the same name in the Vale of Glamorgan. It serves the village and the surrounding rural area, but a minority of pupils come from further afield due to parental choice. Although there has been a school in the village for over one hundred years, the current building opened in 1974. It was extended in 2004 and 2012.

Pupils come mainly from economically advantaged homes and ability on entry is generally above average. Approximately 5% are entitled to receive free school meals, which is well below the local authority and national averages.

There are currently 180 pupils in the school aged between three and 11, taught in eight single age classes, including the nursery. Pupils are admitted part-time to the nursery in the term following their third birthday. The number on roll has fluctuated over the last few years, but is currently similar to the last inspection.

The school has identified around 12% of pupils as having additional learning needs, which is well below the national average. A very few have a statement of special educational needs. Around 7% of pupils come from an ethnic minority background. No pupils receive support in English as an additional language, use Welsh as a first language or are looked after by the local authority.

The school was last inspected in February 2007. The headteacher was appointed in October 2011 and the deputy headteacher in April 2012. Four other teachers have been appointed within the last three years.

The individual school budget per pupil for Peterston super Ely Church in Wales Primary School in 2012-2013 means that the budget is £3,460 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £10,677 and the minimum is £2,707. Peterston super Ely Primary School is 23rd out of the 48 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's performance is good because:

- in almost all areas of learning across the school pupils' performance is above the family, local authority and Wales averages at both the expected and higher levels and among the best 25% of similar schools.
- by the time pupils leave the school their performance in literacy and numeracy is good and at times it is excellent;
- across the school nearly all pupils make good progress and achieve or exceed their targets;
- pupils' wellbeing, behaviour and attendance are good; and
- teaching is consistently good in all classes.

Prospects for improvement

Prospects for improvement are good because:

- standards in both the Foundation Phase and key stage 2 are improving;
- the school has established an effective self-evaluation system that draws on a wide range of first-hand evidence and includes elements of excellent practice;
- the headteacher has high expectations and leads the school very effectively;
- the school has introduced many successful initiatives which are helping to raise standards and the quality of provision;
- the governing body is well informed and very supportive; and
- the school works with a good range of partners very effectively.

Recommendations

R1 Ensure that information and communication technology (ICT) is used more regularly across the curriculum in key stage 2 to improve pupils' skills and progress

R2 Refine assessment procedures to ensure consistency across the school, particularly in relation to assessment for learning strategies, individual target setting and marking

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

By the time pupils leave the school their performance in oracy, reading and writing is above the family, local authority and Wales averages.

All pupils listen and speak well throughout the school. By the end of key stage 2 many have excellent speaking skills, using a wide range of adult vocabulary and expressions.

Reading skills develop well throughout the school in line with individual ages and abilities. By Year 6 nearly all pupils read fluently and expressively and can interpret complex texts using a range of strategies.

Standards of writing are good overall and pupils write for a range of purposes and audiences. Most spell and punctuate accurately relevant to their age and ability, but a minority do not consistently present their work using a clear and legible style of handwriting.

Progress and standards in numeracy are good throughout the school. By the end of key stage 2 a few more able pupils have excellent knowledge, skills and understanding in mathematics.

Pupils' ICT skills are good in the Foundation Phase and adequate in key stage 2. Older pupils do not use a sufficiently wide range of equipment and software to find, create and present information.

Standards in Welsh as a second language are good in both the Foundation Phase and key stage 2. Pupils apply their language skills well in lessons and around the school during break times and assemblies.

In 2012 at the end of the Foundation Phase in all three areas of learning assessed, pupil attainment of both the expected outcome 5 and the higher outcome 6 was well above the family, local authority and Wales averages. This placed the school first in its family and among the best 25% of similar schools overall.

In 2012 in key stage 2, pupil attainment of the expected level 4 and the higher level 5 in all three core subjects was better than nearly all previous years and above the family, local authority and Wales averages. At level 4 in mathematics and science and at level 5 in English and mathematics this placed the school among the best 25% of similar schools. Performance in English at level 4, however, was lower than in the majority of similar schools and those in the family.

Across the school nearly all pupils, including those with additional learning needs, make good progress and achieve or exceed their targets. There is no discernible long-term difference in performance between any specific groups or between boys and girls.

Wellbeing: Good

Pupils are aware of the benefits of healthy eating and regular exercise. They participate in a wide variety of initiatives to ensure they adopt a healthy lifestyle, including a range of physical activities and a school nutritional action group.

All pupils say that they feel safe in school. They enjoy lessons, are well motivated and demonstrate good attitudes to learning. They work productively with others and strive to complete tasks to the best of their ability.

Behaviour is good throughout the school. All pupils are polite, courteous and respectful.

Attendance rates are consistently good and have been better than the national average and the majority of similar schools for the last five years. Most pupils arrive at school punctually.

The school council represents the views of pupils well. Members take their roles seriously and are keen to raise funds to improve the school environment. They make a positive contribution to school life.

Pupils benefit from participating in cultural and environmental activities in their local area and from the opportunity to undertake additional responsibilities, such as junior road safety officers. These experiences help to develop their maturity and understanding of the democratic process.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a broad and balanced curriculum which complies with statutory requirements. Learning experiences contribute effectively to pupils' achievement by building systematically and successfully on their previous knowledge and understanding.

Teachers' planning is detailed and pays due attention to developing pupils' skills, particularly in literacy and numeracy. However, plans for the development of ICT are insufficiently specific to ensure full coverage of the national curriculum and progression in pupils' learning.

Planning and provision meet the needs of all pupils. A range of intervention programmes effectively support and promote the learning of those with additional learning needs, including the more and less able.

A wide range of extra-curricular activities is available and these are well attended and successfully enrich pupils' learning. In addition, the school provides regular visits to local places of interest and welcomes visitors to the school to share their experiences and expertise.

Homework is provided regularly and consistently in all classes and effectively supports pupils' learning in school.

The provision for Welsh enables pupils to make good progress within designated lessons and throughout the day. Nearly all teachers use incidental Welsh well when taking the register, to greet pupils and to give commands and praise. Curriculum topics and events effectively promote pupils' understanding of Welsh culture and heritage.

The school makes good provision for acting sustainably, for example through growing vegetables, keeping chickens and recycling.

The provision for promoting global citizenship is good and pupils have a sound awareness of life in other countries through curricular and fair trade initiatives. They share their work with pupils in other European schools.

Teaching: Good

Teaching is consistently good in all classes. All teachers prepare, organise and structure lessons well, so that learning can proceed promptly. They have high expectations and good background knowledge and use an effective range of teaching and learning approaches.

All teachers conduct lessons at a lively pace and create a purposeful and supportive learning environment. They provide stimulating and interesting activities that challenge and engage pupils. They manage behaviour well.

All teachers encourage pupils to think for themselves and to formulate and share their own ideas and decisions, although at times they miss opportunities to promote independent learning, particularly in key stage 2.

All teachers establish good relationships with pupils and motivate them to succeed by providing regular praise and encouragement, valuing their contributions and using appropriate questioning techniques.

Statutory requirements for assessment, recording and reporting are fulfilled. The school uses standardised assessments and tracking systems effectively to identify pupils' needs and progress and to set appropriate end of year targets.

The school is implementing assessment for learning strategies and approaches to individual target setting, particularly in literacy and numeracy, but there are variations between classes. Progression in self and peer assessment is relatively underdeveloped.

The school has a specific marking code, which all teachers apply conscientiously. All work is marked and comments are positive and supportive, but do not always show clearly what pupils need to do to improve.

Annual pupil reports are detailed and provide parents with useful information about their children's progress, as well as targets for improvement. Parents have the opportunity to respond and pupils can add comments about themselves and one of their peers.

Care, support and guidance: Good

The school promotes healthy living very effectively through its curriculum and daily routines and actively participates in the Healthy Schools programme.

Clear whole-school strategies and incentives foster good behaviour at all times. Reward systems, such as awarding 'tokens' for effort, good work and self-responsibility, successfully encourage pupils to behave well and motivate them to succeed.

The school promotes pupils' spiritual, moral, social and cultural development very effectively through various initiatives, such as the 'value of the month'.

The school's arrangements for safeguarding meet requirements and give no cause for concern. The buildings are secure and all necessary procedures relating to child protection and health and safety are in place. The school deals promptly and effectively with any incidents of bullying.

The school monitors attendance appropriately and contact is made with families if any issues arise. Actions taken by the school are helping to improve punctuality.

Provision for those with additional learning needs is good. The headteacher, who is also the co-ordinator for this aspect, ensures that the code of practice is fully implemented. Pupils who need extra support are identified early and comprehensive procedures and relevant intervention programmes are in place to ensure they receive the short or long-term help they need.

All additional learning needs pupils have individual education plans, which are regularly monitored and updated. They include pupils' and parents' views when discussing and identifying targets.

The school has many beneficial links with specialist services and external agencies, such as the police, the school nurse and local authority support personnel, to ensure pupils' health and wellbeing.

Learning environment: Good

The school is a well-ordered and caring community with an inclusive and supportive ethos. It provides a very positive learning environment that contributes significantly to pupils' wellbeing and enjoyment of school.

The school promotes equal opportunities effectively and encourages all pupils to take part in every activity. It ensures that staff and pupils treat each other fairly and are free from any harassment, negative stereotyping or discrimination. Pupils with disabilities integrate well.

The school celebrates cultural diversity and different languages, for example through European days and projects. It successfully fosters tolerant attitudes and respect for those from different backgrounds. Pupils learn to show care and consideration for others, living creatures and the environment within the school and the wider community.

The building and school grounds are attractive, clean and well maintained. Classroom space has recently been purposefully extended. Good use is made of the spacious outdoor area to enrich pupils' learning. Colourful and engaging displays reflect pupils' work and the activities of the school.

The school has a good range of resources and, in conjunction with the parent-teacher association, is in the process of improving the ICT provision. Teachers use the resources well to meet pupils' needs and to promote effective learning.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher, governing body and staff share a common vision for the school, based on its mission statement, aims and Christian ethos. They have introduced many successful initiatives, for example in relation to the curriculum and the internal and external accommodation, which are helping to raise standards and the quality of provision.

Team work is a strong feature of the school and distributed leadership is well established. The headteacher has high expectations and leads the school very efficiently and effectively. The deputy headteacher and senior leadership team are very supportive and undertake many important roles in relation to the effective management of the school.

All teachers have curriculum responsibilities. They oversee their subjects conscientiously and contribute effectively to school improvement.

The governing body fulfils its statutory responsibilities. All governors show a keen interest in the school and place a high priority on standards, wellbeing and links with parents and the community. Through the headteacher's reports, presentations from staff and pupils and regular visits to the school, they know the school and its priorities well.

The school works in collaboration with the local authority and other agencies to implement national and local priorities, including initiatives in literacy and numeracy and working with families.

Improving quality: Good

The school has established an effective self-evaluation system that draws on a wide range of first-hand evidence. An excellent feature is the annual stakeholder's meeting, which enables members of the parish, parents and the local and wider community, as well as pupils, to contribute their views to the self-evaluation process.

A planned cycle of monitoring standards, teaching and learning is well established in the life and work of the school. This makes an effective contribution to pupil outcomes.

The self-evaluation report is thorough and detailed and accurately identifies the strengths and areas for development of the school.

Actions in the school improvement plan are supported by the allocation of suitable resources and realistic time scales. All targets have measurable outcomes. Progress towards these is systematically monitored by the senior leadership team and the governing body.

Staff are fully involved in several networks of professional practice, including developing pupils' writing and mathematical skills and addressing the needs of more able and talented pupils.

Partnership working: Good

The school works with a good range of partners very effectively. It keeps parents well informed about their children's progress and encourages them to work with the school. The active parent-teacher association, in particular, supports the school very well.

The school provides a beneficial programme for pre-school children to prepare them for entry. Teachers also plan effectively to ensure a smooth transfer from Foundation Phase to key stage 2.

Arrangements for pupils to transfer to the secondary school of their choice are comprehensive, involving good curriculum links and visits. A detailed transition plan is in place for the local cluster.

The school works closely with other primary schools locally and in its family to build capacity for continuous improvement. It also participates in regular cluster meetings to share good practice, particularly in developing a consistent approach to the teaching of skills. It makes a major contribution to the standardisation and moderation of pupils' work in the core subjects and Welsh second language.

A strength of the school is the number of very beneficial links with the surrounding community, including the parish Church and local employers and businesses, who hold an annual careers fair in the school hall organised by governors.

The school works closely with the local authority and other providers to ensure varied and stimulating experiences for its pupils.

Resource management: Good

The school has a full complement of staff that are appropriately experienced and qualified. It supports recently appointed staff well and deploys learning assistants effectively. All staff have relevant job descriptions and fully understand their roles and responsibilities.

All staff participate in regular in-house and external training events in line with their professional and personal development targets and whole school priorities.

Performance management procedures meet statutory requirements. All teachers and support staff are included and have relevant targets, one of which is linked to the school improvement plan.

All requirements of the national workload agreement are met. Currently, teachers' planning, preparation and assessment time is appropriately allocated through the use of a qualified teacher who, in order to utilise his expertise and raise standards, takes all classes for physical education lessons. He also covers the management time provided for the senior leadership team.

The school manages its accommodation, resources and budget well and good controls are in place. Financial decisions are based on the identified needs of the school. For example, money has been saved and spent beneficially on extending the accommodation.

Due to the good outcomes achieved by pupils and the quality of provision overall, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2012 at the end of the Foundation Phase in all three areas of learning assessed, pupil attainment of both the expected outcome 5 and the higher outcome 6 was well above the family, local authority and Wales averages. This placed the school first in its family and among the best 25% of similar schools overall.

In 2012 in key stage 2, pupil attainment of the expected level 4 in all three core subjects was better than in previous years overall and above the family, local authority and Wales averages. In mathematics and science this placed the school first in its family and among the best 25% of similar schools. Performance in English, however, was lower than in the majority of schools in the family and placed the school among the lower 50% of similar schools. At the higher level 5, attainment was better than in most previous years in all three core subjects and better than the family, local authority and Wales averages, placing the school third in its family for each subject and among the best 25% of similar schools for English and mathematics and the better 50% for science.

In 2012 pupil performance in oracy, reading and writing in key stage 2 was above the family, local authority and Wales averages and showed an improving trend overall. This placed the school first in its family for oracy and fourth for reading and writing.

Across the school nearly all pupils, including those with additional learning needs, make good progress and achieve or exceed their targets. There is no discernible long-term difference in performance between any specific groups or between boys and girls.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Sixty parents completed the questionnaire. Responses overall were similar to national norms.

All parents say that:

- they are satisfied with the school;
- teaching is good;
- staff expect pupils to work hard and to do their best; and
- their child is safe in school.

Nearly all parents say that:

- their child likes school;
- their child was helped to settle in well when starting school;
- their child makes good progress;
- pupils behave well in school;
- staff treat all pupils fairly and with respect;
- their child is encouraged to be healthy and to take regular exercise;
- they feel comfortable about approaching the school with any suggestions or problems;
- their child is helped to become more mature and responsible; and
- the school is well run.

Most parents say that:

- homework builds well on what is learnt in school;
- appropriate additional support is provided, if necessary;
- they are kept well informed about their child's progress;
- their child is well prepared for moving on to the next stage of his/her education; and
- there is a good range of activities and trips provided.

Many parents say that:

- they understand the procedures for dealing with complaints.

Responses to learner questionnaires

Ninety-four pupils in key stage 2 completed the questionnaire. Their responses were mainly lower than national norms.

Nearly all pupils say that they:

- feel safe in school; and
- are helped to learn and to make progress.

Most pupils say that they:

- know whom to talk to if they are worried or upset;
- learn how to keep healthy;
- have plenty of opportunities for regular exercise;
- are doing well at school; and
- have enough books, computers and equipment.

Many pupils say that:

- the school deals well with any bullying;
- they know whom to ask if they find work hard;
- homework helps them to understand and improve their work in school; and
- nearly all pupils behave well at playtimes and lunch time.

Around half the pupils say that:

- pupils behave well in class so they can get their work done.

Appendix 3

The inspection team

David Ellis	Reporting Inspector
Rhian Jones	Team Inspector
Deirdre Emberson	Lay Inspector
Peter Davies	Peer Inspector
Tara Lloyd	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.