



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

A report on

South Point Primary School

**Rhose
Vale of Glamorgan
CF62 3FD**

Date of inspection: November 2022

by

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

About South Point Primary School

Name of provider	South Point Primary School
Local authority	Vale of Glamorgan Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	93
Pupils of statutory school age	82
Number in nursery classes	11
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 23.0%)	11.3%
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 16.1%)	20.7%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	03/09/2012
Date of previous Estyn inspection (if applicable)	03/03/2014
Start date of inspection	14/11/2022

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

Pupils' well-being is at the heart of South Point Primary School. Leaders within the school have supported the pupils and staff extremely well as they moved from a former school building in the village Llancarfan to a new school building on the edge of the village of Rhoose. They involved the pupils in making decisions that affected them, such as the naming the school and making decisions about the uniform. This has enabled them to have a positive transition to the new school, and as a result they feel, happy, safe, and secure in their new environment and have a sense of pride of their new school.

Most pupils are polite and treat adults and each other with respect. Many pupils start school with communication and numeracy skills at or above their expected level. Over their time at the school, they make good progress in their learning, and develop particularly strong oracy and reading skills, including those pupils with additional learning needs (ALN). However, although pupils make good progress in developing a sound competency in their mathematical skills, they do not always apply this knowledge well enough across other areas of the curriculum or have suitable challenge within lessons.

Leaders and staff are at the early stages of developing a curriculum that reflects the school and the change of environment and community that the school is now based in. The curriculum offers a suitable range of learning experiences that encourage pupils to learn about their local environment. The school plans for weekly enrichment afternoons which allow pupils to have access to a wider range of learning experiences, such as coding, forest school activities and learning a foreign language. However, there are limited opportunities for pupils to learn about the culturally diverse nature of Wales.

Leaders work well with the governing body to review the strengths and areas of improvement within the school. However, these activities do not always have a clear enough focus on the quality of teaching or how pupils can progress in their learning.

Recommendations

- R1 Ensure that the curriculum supports pupils to develop their knowledge and skills progressively, especially in numeracy
- R2 Ensure that activities challenge pupils effectively so that they make appropriate progress
- R3 Develop the school's curriculum to ensure coherence across all areas of learning and experience
- R4 Ensure that school improvement processes focus more clearly on the impact of teaching, curriculum and on pupils' learning

What happens next

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

Main evaluation

Learning

Pupils start school with skills and understanding slightly at, or above, those expected for their age. As they move through the school most pupils, including those with additional educational needs (ALN) and those eligible for free school meals make sound progress from their starting points.

Standards of oracy are strong across the school. Most pupils are confident, articulate speakers and many listen well to each other and adults. They respond well to questions from staff in lessons and talk enthusiastically about their school and the topics that interest them.

Most pupils acquire strong reading skills as they move through the school. Younger pupils in reception and Year 1 develop a clear understanding of letter sounds and how they relate to the written word and use this understanding of phonics to decode unfamiliar words. By the time they reach Year 5 and Year 6, pupils' reading skills are well developed and most can read expressively, often showing a good understanding of the key ideas within texts. Many pupils understand the importance of reading and enjoy the wide range of opportunities to read independently, with their peers or with staff in the school.

Most pupils' writing is developing suitably across the school. Younger pupils, in reception and Year 1 develop their early writing skills effectively and by the end of Year 2 and Year 3 many are writing in clear sentences for a range of purposes such as in diaries and story recounts. Older pupils write confidently in different styles and for different audiences. For example, pupils in Year 5 and Year 6 write and edit play scripts for their topic on water pollution. Many older pupils often use good quality vocabulary choices to express their ideas and engage the reader. However, handwriting and presentation are sometimes inconsistent in classes across the school.

Pupils are developing their skills in using the Welsh language competently. Younger pupils follow simple instructions and are beginning to ask and answer basic questions. By the time they reach Year 5 and Year 6, pupils use a range of language patterns, including past tense, with growing confidence, for example when describing the weather.

Pupils across the school are making appropriate progress with their mathematics and numeracy skills. Pupils in reception develop their concept of number quickly and use it confidently in their classroom activities. They understand mathematical concepts such as longer and shorter and measure accurately using non-standard units such as blocks pencils and paperclips. Pupils in Year 2 and Year 3 multiply single and two-digit numbers easily and use their understanding of the properties of number to investigate patterns, for example those involving odd and even. However, while in general pupils are competent mathematicians, they do not always use these skills at a suitably challenging level in lessons or apply them well enough across the curriculum to solve problems in a wider range of contexts.

Older pupils' digital skills are developing suitably in a minority of classes. Pupils in Years 4 and 5 create good quality presentations which include hyperlinks to organise and present information, for example about the solar system or continents around the world. Year 5 and Year 6 pupils make basic videos to create news reports. The school is beginning to develop pupils coding skills successfully through enrichment activities. However, there are limited opportunities for younger pupils to develop their digital skills and older pupils' confidence in using and applying a wider range of digital tools, including spreadsheets, to support their learning across the curriculum is underdeveloped.

Pupils' physical skills are developing well throughout the school. The youngest pupils move confidently around the indoor and outdoor classroom and are developing good co-ordination when using modelling and drawing tools. As they move through the school, pupils further develop these skills through a good range of play-based activities, PE lessons and after school clubs.

Well-being and attitudes to learning

Well-being is good across the school. Nearly all pupils feel safe and happy to attend school each day. Most pupils enjoy their new school building. They appreciate the additional space and new resources in which to play and learn.

Nearly all pupils' behaviour is good, particularly when walking around school and at break times. They are kind and considerate towards each other and bullying issues are extremely rare. Pupils know who to discuss issues with if they are concerned and are confident that they will be listened to by staff. Older pupils particularly enjoy looking after and playing games with the younger pupils. The school welcomes new pupils well and as a result they readily become active participants in school life.

Most pupils are polite, friendly, and courteous to staff, visitors, and their peers. Most pupils enjoy learning and are keen to engage in their lessons. They settle to work quickly and demonstrate interest in their learning. However, across the school a minority of pupils do not always listen carefully enough during the beginning part of lessons or when working in large groups.

Nearly all tasks are completed in a timely manner and the majority of pupils are able to sustain concentration and avoid distractions appropriately. Younger pupils concentrate for increasing periods of time in line with their age and stage of development.

Older pupils successfully use learning partners within their class to support them in their learning and motivate them to achieve. When given the opportunity, most pupils work well independently, in pairs and in small groups. Pupils generally respond positively to teachers' feedback about how they can reflect on their learning and improve their work before the end of lessons.

Nearly all pupils have a good knowledge of how to live a healthy life. They understand the importance of keeping fit and that eating fruit and vegetables help them to have a healthy heart. They take part in physical activities in the classroom, during break time and lunchtime and in an after-school sports club. Nearly all pupils understand the importance of staying safe online. Many older pupils discuss maturely

and confidently the effects of bullying and how these actions can damage your emotional wellbeing.

Across the school, nearly all pupils are developing the personal skills of perseverance and resilience through a range of weekly enrichment activities. These activities encourage them to learn new skills, such as learning French and how to code. They are appreciated by the pupils, and they enjoy engaging with new and unfamiliar experiences.

Older pupils have a good understanding of 'Children Rights'. They understand how they have the right to shelter, an education as well as the right to an opinion. They know how important these rights are, not just to them but for all children throughout the world.

Teaching and learning experiences

Nearly all teachers and support staff across the school have strong working relationships with pupils. Classrooms are calm, productive environments where pupils interact calmly and thoughtfully with each other and show resilience and determination in their work. Support staff are allocated thoughtfully across the school and in classrooms and work skilfully with pupils to support their learning. Pupils with additional learning needs are supported effectively and achieve well.

Most teachers have a secure knowledge of the subjects they are teaching and a clear understanding of the progress they want pupils to make. They develop suitable success criteria for their lessons and use these successfully with pupils to provide clear and effective explanations of learning tasks. As a result, most pupils have a clear understanding of what to do and how to do it, and many approach their learning with a growing independence and determination to succeed.

Staff are developing their understanding of effective approaches to assessment in the curriculum and most teachers use a range of assessment approaches to check on pupils' progress over time. These include using ongoing formative monitoring which they are beginning to use to make adjustments in teaching and curriculum provision. However, these are at an early stage of development and not yet fully embedded.

Staff generally use questioning effectively to challenge pupils thinking and check for understanding. They provide timely feedback to pupils throughout lessons to ensure that they make progress and provide purposeful opportunities for pupils to improve or 'uplevel' their work. In a few instances, verbal and written feedback does not always challenge pupils sufficiently or help them take the next steps in their learning. Most teachers ensure that lessons are well paced and use a range of strategies to keep pupils engaged in their learning, including good quality partner talk and small group activities. They ensure that daily activities are planned carefully to build on pupils prior learning, and they often create meaningful opportunities for pupils to revisit and discuss previous work. However, in the minority of classes, staff do not always match teaching well enough to pupils' abilities and, in these instances, learning experiences are not always challenging enough to ensure pupils make enough progress.

Teachers across the school are beginning to think about how they use learning environments to inspire and motivate pupils. Staff in nursery, reception and Year 1 provide a suitable range of hands-on learning activities for the younger pupils including regular access to outdoor play equipment. Leaders and teachers are working productively to develop the new school site, for example the outdoor areas, to improve provision and enhance teaching and learning.

Staff collaborate purposefully to develop their school's curriculum and, as a result, the provision for literacy, numeracy and digital skills is generally suitable across the school. They share ideas and work together to develop an interesting range of learning experiences that pupils enjoy. Staff create useful opportunities for pupils to develop a sense of the community and belonging in their new school. They provide a suitable range of opportunities for pupils to understand their local area, for example the local seaside and rivers. Staff plan enrichment activities each week, influenced by pupils' ideas and the personal skills of staff. As a result, staff ensure that pupils experience a good range of engaging learning opportunities, for example in digital coding, forest schools and arts and crafts. However, there are more limited opportunities for pupils to investigate and understand the culturally diverse nature of Wales.

Staff work effectively with local schools to develop their curriculum planning and develop their understanding of progression, for example in the health and well-being area of learning. However, the school does not always plan systematically enough for progression of skills across the curriculum or consider well enough how subjects link together. As a result, opportunities are missed, particularly in numeracy, for pupils to apply and deepen their skills and make strong and effective links in their learning.

Staff are developing a positive culture for reading across the school. The systematic approach to phonics is well supported by a wide range of useful opportunities for pupils to read regularly to their peers, to staff and at home. The school provides suitable arrangements for pupils to develop their use of Welsh across the school and create useful opportunities for pupils to develop their skills in international languages, for example in French and German.

Care, support and guidance

The school is a caring and nurturing community that prioritises the care, support and guidance of its pupils and staff. As a result, both staff and pupils feel cared for and highly valued.

The school has a well-planned programme of work to support the delivery of lessons, which improve pupils' social and emotional needs. These lessons have a positive impact on pupils' well-being and support them to clearly identify and articulate their feelings.

One of the strengths of the school is the way that pupils with additional learning needs are supported. The newly appointed ALNco has a good understanding of new legislation and uses this well to coordinate the support for pupils who require additional support. Pupils' well-being, literacy and mathematical skills are assessed regularly through teacher observations and the use of specialised assessment tools. This information is used well by teachers to identify pupils who may be in need of

requiring additional support. Well-trained support staff deliver effective programmes to develop pupils' speech and language, reading and number skills. They monitor and track the progress these pupils make effectively. The school works well with a range of external partners such as specialist teachers and speech and language therapists to provide additional support to pupils who require it. Overall, ALN pupils have clear targets and make good progress in their learning.

Teachers provide pupils with purposeful opportunities to take on leadership roles, make decisions and influence issues within the school. For, example, the Criw Cymraeg enjoy sharing the phrase of the week with others during weekly assemblies and the newly reformed Senedd have made posters to remind other pupils to save water and not to leave taps running. There are worthwhile opportunities for pupils to be involved in influencing their own learning and teachers regularly ask them to think about aspects of topics they would like to investigate further.

The school monitors attendance well and has sound procedures for encouraging good attendance. These include ringing families on the first day of any absences and rewarding the class with the best attendance in a weekly celebration assembly.

School leaders establish and maintain a suitable safeguarding culture at the school. Staff know the pupils and their families well. There are appropriate arrangements to support pupils to learn how to stay safe, for instance when using the internet. Overall, the school's arrangements to safeguard pupils meet requirements and give no cause for concern.

Leadership and management

The headteacher has shown effective leadership at a time of significant change for both the school and its community as it moved from the original school building in the village of Llancarfan to a new 21st Century school in the neighbouring village of Rhoose. Throughout this time, leaders successfully placed the wellbeing of the staff and pupils at the centre of their work. This has resulted in staff who feel well supported in their roles and pupils who are happy, safe, and settled in their new environment.

The headteacher has established a clear vision for the school that is based around pupils, parents, staff, and governors all striving to do their best to help and support all those around them to succeed. This is well communicated and understood by all.

Arrangements to distribute roles, responsibilities and to develop leadership capacity are effective. There are good arrangements to develop and distribute leadership across the school. For example, the recently appointed lead for pupils with additional learning needs is having a positive impact on the co-ordination of support for these pupils.

Leaders ensure that the school makes appropriate progress in addressing national priorities. The school is beginning to design and deliver on its local interpretation of the Curriculum for Wales. Leaders focus on ensuring that pupils have a strong sense of well-being and ensure that pupils have regular and worthwhile opportunities to use the Welsh language. Staff which have responsibilities for leading the development of the curriculum attend professional development days where there are valuable

opportunities to work collaboratively with other schools to gain an understanding of pupil progression.

Leaders identify the professional learning needs of staff appropriately, such as training learning support assistants to be able to deliver valuable and targeted interventions to support pupils with additional learning needs. There are worthwhile opportunities for all staff to engage with professional learning opportunities, which is beginning to impact on the quality of teaching and learning, for example the introduction of modern foreign languages in enrichment afternoons for pupils.

The school participates in a suitable range of monitoring activities conducted leaders, including governors and teachers, such as learning walks and scrutiny of pupils' work. They use these activities appropriately to gather a range of useful information to inform their self- evaluation processes to identify the schools' strengths and areas for development. However, these monitoring and improvement processes do not always focus sharply enough on elements of teaching and how pupils are challenged in their learning.

The governing body are strong advocates for the school and its community. They know the school well. They discharge their roles and responsibilities appropriately and meet regularly in various sub-committees and as a whole body to discuss and make decisions that support the running of the school. They work with leaders and pupils to ensure that the school has appropriate arrangements to promote healthy eating and drinking.

School leaders and governors manage resources effectively. They allocate funding appropriately to support the school's priorities and make purposeful use of the pupil development grant to support pupils who are eligible for free school meals. It is used well to fund the delivery of effective intervention programmes, which has a positive effect on both pupils' well-being and the progress they make in their learning.

Overall, the school works well with parents, for example through a strong partnership with the Friends of the School where monthly coffee mornings alongside other activities are beginning to forge links with the wider community around the new school building. Staff communicate appropriately with parents to inform them how their child is progressing in their learning and how they can help them to improve, but the arrangements to share information about what is happening at the school are less consistent.

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

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