

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Sully Primary School
Burnham Avenue,
Sully
Vale of Glamorgan
CF64 5SU**

School Number: 6732136

Date of Inspection: 10/03/08

by

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Date of Publication: 15/05/08

Under Estyn contract number: 1115407

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Sully Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Sully Primary School took place between 10/03/08 and 13/03/08. An independent team of inspectors, led by Phillip David Watcyn Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 National Curriculum covers four key stages as follows:

Key stage 1	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

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Context

The nature of the provider

1. Sully Primary school is situated in the coastal village of Sully in the Vale of Glamorgan near to the small towns of Barry and Penarth. The main school building housing the Key Stage (KS) 1 and KS2 classes is of traditional design, but has been extended extensively. The nursery and reception classes are placed in two separate buildings with their own outside play areas. It has a large field and two yards. The majority of pupils come from the village of Sully and the surrounding area which the school describes as neither prosperous nor disadvantaged. English is the predominant home language of around 95% of pupils. Approximately 5% of pupils speak an additional language at home which is neither English nor Welsh.
2. Currently, there are 354 full-time pupils on roll with 47 part-time nursery children making a full-time equivalent of 377.5. In addition to the morning and afternoon nursery there are 13 classes, three of which are mixed aged classes in KS1. The annual intake covers the full ability range.
3. Around 1% of pupils receive free school meals, which is well below the all-Wales national average of 17.5%. There are 42 pupils (11%) with some form of special educational need (SEN), including 24 on school action and 18 on school action plus. Two pupils have a formal statement for SEN. There is one pupil in care.
4. There are 13 full-time and seven part-time teachers, including the headteacher. There are 17 part-time learning support assistants (LSA), as well as full-time and part-time school administration assistants.
5. The school achieved the Basic Skills Award in 2004 and 2007.
6. The school was last inspected in spring 2002.

The school's priorities and targets

7. The staff and governors of Sully Primary School believe that education is a partnership between pupils, teachers and parents. The paramount aim is to develop that partnership in such a way that every child receives the best possible education. The intention is that each child should achieve his/her potential in every aspect of the curriculum.
8. The school believes that pupils should have access to each of the following main areas of learning and experience:
 - expressive and aesthetic;
 - linguistic and literary;
 - mathematical;
 - scientific and technological;
 - personal and moral;
 - physical and recreational;
 - social, cultural and environmental; and

- spiritual and religious.
9. The school development plan (SDP) for 2007 to 2008 includes the following priorities:
- maintain standards in English, mathematics and science;
 - develop the cwricwlwm Cymreig, bilingualism and assessment;
 - maintain standards in the key skills;
 - develop pupils' problem solving, creative skills and understanding relating to personal and social education;
 - develop economic, industrial understanding and community studies;
 - incorporate environmental and health education into the work of the school;
 - encourage all subject leaders to ensure that the information technology resources are used across the curriculum; and
 - develop thinking skills further as outlined in the 'philosophy for learning' approach.

Summary

10. Sully Primary is a friendly, inclusive school with high aspirations for its pupils. It has many good and outstanding features. Standards in the six subjects inspected have either been maintained or improved since the previous inspection.

Table of grades awarded

Key question	Grade
1. How well do learners achieve?	1
2. How effective are teaching, training and assessment?	1
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4. How well are learners cared for, guided and supported?	1
5. How effective are leadership and strategic management?	1
6. How well do leaders and managers evaluate and improve quality and standards?	2
7. How efficient are leaders and managers in using resources?	2

11. The inspection team agreed with five of the school's grades for the seven key questions. Where they differed in Key Questions 6 and 7, the team awarded a lower grade 2 compared with the grade 1 given by the school, as overall there were insufficient outstanding features in both key questions.
12. Learners under five, in KS1 and KS2 achieve very good standards in knowledge, understanding and skills, including in relation to their requirements, those with SEN.
13. In the subjects inspected, standards of achievement in lessons were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

14. The grades for standards achieved in lessons are well above the national figures quoted in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2006-7, where nationally they are grade 2 or better in 80% of lessons, of which 10% is grade 1. The percentages are also well above the WAG 2010 target that 98% of standards should be grade 3 or better.
15. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
16. Standards in the six areas of learning:

Area of Learning	Nursery	Reception
Language, literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 1	Grade 2

17. Standards in subjects inspected:

Subjects	Nursery	Reception
Under-fives	Grade 2	Grade 2
	KS1	KS2
Mathematics	Grade 1	Grade 1
Science	Grade 1	Grade 1
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

18. All pupils have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. Pupils, including those with SEN and those for whom English is an additional language (EAL), achieve good standards in knowledge, understanding and skills and reach agreed targets and goals. A minority of pupils achieve very good standards.
19. When the 2007 core subject indicator (CSI) for KS1 (pupils attaining at least level two in English, mathematics and science) is compared with Welsh national figures, it is significantly above. When compared with similar schools over the past three years, namely those with similar free school meal entitlement of less than 8%, it is consistently in the upper 50%.
20. When the 2007 CSI for KS2 (pupils attaining at least level 4 in all of English, mathematics and science) is compared with local and national benchmarks, it is well above the county and all-Wales figures. When compared with similar schools over the last three years, it has improved considerably to be in the top 25%.
21. Although boys generally do not attain as well as girls, their results are better than boys nationally.
22. Learners in the under-fives, KS1 and KS2 make very good progress in the key skills of listening and speaking across the curriculum. The consistently attentive yet dynamic way they pay attention to introductions in lessons is outstanding. There are good features and no important shortcomings in the development of key skills in reading, writing, numeracy and ICT; nearly all pupils use these effectively in their learning.
23. Pupils' bilingual competence is good across the curriculum; they make clear efforts to use Welsh as a second language whenever appropriate, such as during registration and when exchanging greetings. Their creative and problem solving skills also develop very well through a wide and varied range of activities.
24. Pupils make outstanding progress in the development of their personal, social and learning skills. They have extremely good attitudes to learning and are interested and enthusiastic about their work, which they share with adults confidently.
25. Pupils' behaviour and the respect they show to adults and each other is outstanding. Relationships are exemplary and there is an atmosphere of mutual respect throughout the school.

26. At 95.02% the average rate of attendance for the three terms prior to the inspection is well above the local education authority (LEA) and national averages. Nearly all pupils attend school regularly and arrive on time at the start of the school day.
27. Pupils, including those with special educational needs, develop very good independent, problem solving and decision making skills. They are well aware of equal opportunities, respect diversity within society and are exceptionally well prepared for effective participation in the workplace.

The quality of education and training

28. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

29. These figures compare very favourably with the national picture published in HMCI's latest Annual Report for 2006-2007, where the overall quality of teaching in primary schools is reported to be grade 2 or above in 80% in lessons. The percentage of lessons graded 1 is also much better than the 14% nationally. The percentages are the same as those in the previous inspection and are above the WAG 2010 target for 80% teaching to be grade 2 or better.
30. Throughout the school staff know pupils well and have outstanding relationships that foster learning very effectively and promote equality particularly well, irrespective of race, gender or disability. They have high expectations of pupils' behaviour and learning. Emphasis on bilingualism is promoted well throughout the school and Welsh is used incidentally in all classes in registration and when greeting visitors and praising good work.
31. The best lessons observed include the following outstanding features:
- a lively pace with perceptive, challenging and open ended questioning; and
 - efficient and effective use of time and deployment of classroom assistants;
32. Good features in lessons include:
- clear aims and objectives;
 - well formulated instructions and prompts to guide pupils through the various stages of the lesson;
 - effective praise and encouragement to motivate pupils; and
 - well planned, varied work catering for all abilities.
33. Assessment, recording and reporting are good with outstanding features and meet statutory requirements. Continuous assessment of pupils' progress and achievement to improve teaching and learning is an integral part of the culture of the school and is a notable feature of its work.
34. Assessment is very effective and enables teachers across the school to identify pupils who require individual support and to inform future planning.
35. Teachers' marking is constructive and informative. Levelled subject portfolios in the core subjects are used meticulously in the assessment of pupils' work. There are

very good arrangements, including reports, for keeping parents and carers well informed about their children's progress.

36. The curriculum is broad, balanced and relevant and ensures coherence, continuity and progression for the full range of pupils. The extent to which it meets the needs and interests of all pupils, and is equally accessible to all, is outstanding, particularly for those with SEN and EAL.
37. The quality of teachers' planning each term is very good. Short term plans take proper account of what has been taught before and ongoing evaluations allow any required moderation to the following week's planning. The headteacher, team and subject leaders monitor short-term plans effectively. Key skills and common requirements are listed clearly as opportunities in the schemes of work and show which skills are being developed.
38. Pupils have access to an effective personal and social education (PSE) programme, in line with national recommendations, which contributes significantly to the quality of support and guidance offered to pupils. A particularly outstanding aspect of pupils' learning experiences is the enrichment of the curriculum by an impressive range of cultural and sporting activities. These complement and extend the curriculum and contribute significantly towards the standards pupils achieve and their personal and social development. Homework is set appropriately according to the age and ability of pupils.
39. An outstanding aspect throughout the school is the successful promotion of pupils' personal development, including their spiritual, moral, social and cultural development. They are encouraged appropriately to consider important issues linked to their own experiences, not only through the formal curriculum, but also through reflection about, and appreciation of, the Welsh culture and other cultures, the natural world, music and dance.
40. The partnership with parents is an outstanding feature of the school. They feel very positive about all aspects of school life. Links with the local community are very good and the school is an established part of the community. Links with the local secondary school are very good and the local cluster of schools is very active.
41. The school's partnership with industry is outstanding. The school has developed links with an extensive range of businesses and organisations that help enhance pupils' awareness of the world of work, both past and present, and further strengthen the school's partnership with the community.
42. Pupils are cared for, guided and supported outstandingly in a very secure, motivational and happy environment.
43. There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance.
44. The school is extremely effective at promoting health and fitness for pupils through a wide range of extra curricular activities, including the Physical Education and School Sports (PESS) initiative.
45. The provision for pupils with SEN is outstanding. The SEN co-ordinator (SENCo) carries out her duties conscientiously and effectively ensuring very good liaison between all teachers and support personnel. The sensitive inclusion of pupils with specific individual needs, through careful planning and use of appropriate resources, is exemplary and ensures their full access to the curriculum. Parents are involved

fully in the process and encouraged to support their child's learning. Most classes have very effective and consistent strategies for supporting any pupils whose behaviour might impede their progress and that of others.

46. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities.

Leadership and management

47. This is a very well led and managed school where the clearly understood aims, targets and shared values among staff, parents and pupils are reflected very well in its life and work and provide an outstanding foundation for improvement and promotion of equality for all.
48. The headteacher's leadership and management of the school are outstanding. She provides a positive, caring leadership and has very high aspirations for the school and is ably supported by the deputy headteacher and the senior management team (SMT).
49. Subject leaders, including the SENCo, have a wide range of responsibilities which they implement efficiently, confidently and productively. They work together very effectively to create an atmosphere which is positive, industrious and happy to ensure that all pupils, regardless of background, are fully included in all aspects of the school's life and work.
50. The governing body (GB) has a close involvement in the life of the school and is well aware of the importance of its role in supporting the well-being of pupils and contributing to the school's strategic direction. The monitoring of the quality of provision by the GB to match the needs of the school is efficient and it ensures important statutory requirements are met. Good administrative systems are in place which support the headteacher and staff effectively and daily routines are well established.
51. There is a good emphasis on maintaining and improving standards in the school's self-evaluation procedures. The headteacher, SMT and the subject leaders have a secure knowledge of the school and are well informed about the areas for which they are responsible. The self-evaluation report is comprehensive, but in its present form it is overly descriptive and it is not clear how judgments are made.
52. Very good analysis is made of a range of data, including baseline assessments in reception classes and assessments to track pupils' progress effectively through the key stages. This enables the school to identify more accurately those areas in the curriculum where learners need to improve.
53. The SDP for 2007-2008 provides a clear strategic direction for the current academic year and beyond. It contains a good range of relevant targets with measurable success criteria. The leaders responsible are clearly shown, but individual targets do not have time scales for their completion during the year and their cost implications are not planned, as these are in the individual subject development plans. The school, however, ensures adequate funds are available to support these priorities.
54. Actions taken since the previous inspection to the one key issue regarding the accommodation for the reception classes have resulted in significant improvements.
55. The school has a sufficient number of well qualified, experienced teachers, who have the necessary knowledge and expertise to teach all aspects of the school's

curriculum and to meet the needs of pupils effectively. A high number of LSAs is deployed very effectively by the school to support pupil learning and they make a very valuable contribution to classroom activities.

56. The school makes efficient, effective and economic use of resources to support the learning experiences in all year groups, but the furniture for the under-fives and KS1 pupils will need to be adapted to meet the requirements of the Foundation Phase.
57. The main building is of good quality; it is used well by teachers to promote learning and has good disability access. Constructive improvements to the accommodation for the early years have been beneficial, but inherent deficiencies in the structure and design of the buildings are still not wholly conducive to appropriate learning, particularly in anticipation of the forthcoming Foundation Phase. Children have to walk a considerable, unsheltered distance to access the main school building and school hall. The field and spacious playgrounds are reasonably safe and secure and promote pupils' physical development well.
58. The standard of budgetary control at the school is effective and spending is planned carefully in both the short and long term to provide good value for money.

Recommendations

The school needs to:

- R1. refine the self-evaluation process to inform the SDP;
- R2. ensure the SDP has appropriate time scales and, where necessary is linked to training requirements;
- R3. adapt the furniture in the reception classes and in the key stage one classes to meet the requirements of the foundation phase; and
- R4. work with the LEA to seek ways to improve the accommodation for the under-fives.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

59. The findings of the inspection team match the grade given by the school in its self-evaluation report.
60. Learners under five, in KS1 and KS2 achieve very good standards in knowledge, understanding and skills, including, in relation to their requirements, those with SEN.
61. In the subjects inspected, standards of achievement in lessons were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

62. The grades for standards achieved in lessons are well above the national figures quoted in HMCI's latest Annual Report for 2006-7, where nationally they are grade 2 or better in 80% of lessons, of which 10% is grade 1. The percentages are also well above the WAG 2010 target that 98% of standards should be grade 3 or better.
63. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
64. Standards in the six areas of learning:

Area of Learning	Nursery	Reception
Language, literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 1	Grade 2

65. Standards in subjects inspected:

Subjects	Nursery	Reception
Under-fives	Grade 2	Grade 2
	KS1	KS2
Mathematics	Grade 1	Grade 1
Science	Grade 1	Grade 1
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

66. All pupils have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. Pupils, including those with SEN and EAL, achieve

good standards in knowledge, understanding and skills and reach agreed targets and goals. A minority of pupils achieve very good standards.

67. When the 2007 CSI for KS1 (pupils attaining at least level two in English, mathematics and science) is compared with Welsh national figures, it is significantly above. When compared with similar schools over the past three years, namely those with similar free school meal entitlement of less than 8%, it is consistently in the upper 50%.
68. When the 2007 CSI for KS2 (pupils attaining at least level 4 in all of English, mathematics and science) is compared with local and national benchmarks, it is well above the county and all-Wales figures. When compared with similar schools over the last three years, it has improved considerably to be in the top 25%.
69. Although boys generally do not attain as well as girls, their results are better than boys nationally.
70. Learners in the under-fives, KS1 and KS2 make very good progress in the key skills of listening and speaking across the curriculum. The consistently attentive yet dynamic way they pay attention to introductions in lessons is outstanding. There are good features and no important shortcomings in the development of key skills in reading, writing, numeracy and ICT; nearly all pupils use these effectively in their learning.
71. Pupils' bilingual competence is good across the curriculum; they make clear efforts to use Welsh as a second language whenever appropriate, such as during registration and when exchanging greetings. Their creative and problem solving skills also develop very well through a wide and varied range of activities.
72. Most pupils are motivated, work productively and progress very well towards the next stages of their learning. They acquire new knowledge and generally understand what they are doing.
73. Pupils make outstanding progress in the development of their personal, social and learning skills. They have extremely good attitudes to learning and are interested and enthusiastic about their work, which they share with adults confidently. They co-operate and support each other very well when working in pairs and small groups and at all other times. They are very sensitive to the needs of their peers with SEN and show pleasure in their achievements. The vast majority sustain excellent levels of concentration and persevere very well with their tasks.
74. Pupils' behaviour and the respect they show to adults and each other is outstanding. Relationships are exemplary and there is an atmosphere of mutual respect throughout the school. The school sets high expectations and the foundations for good behaviour are laid very effectively in the early years. In discussions pupils say they generally get on well, bullying is not usually a problem and they are aware of what to do should it occur.
75. At 95.02% the average rate of attendance for the three terms prior to the inspection is well above the LEA and national averages. Nearly all pupils attend school regularly and arrive on time at the start of the school day.
76. Pupils, including those with SEN, develop very good independent, problem solving and decision making skills. They are well aware of equal opportunities, respect diversity within society and are exceptionally well prepared for effective participation in the workplace.

77. Pupils have an extremely good understanding of the world of work and their place in the community because they participate in a good range of projects and events as well as visits to appropriate places.
78. Throughout the school pupils take a share in the life of the school. Children in the under-fives tidy up willingly after activities. Older pupils have responsibilities such as monitors in various areas, and take out and put away play equipment at break time and lunchtime.
79. Pupils throughout the school take their responsibilities very seriously and show great commitment to their roles.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

80. The findings of the inspection team match the grade given by the school in its self-evaluation report.
81. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

These figures compare very favourably with the national picture published in HMCI's latest Annual Report for 2006-2007, where the overall quality of teaching in primary schools is reported to be grade 2 or above in 80% in lessons. The percentage of lessons graded 1 is also much better than the 14% nationally. The percentages are the same as those in the previous inspection and are above the WAG 2010 target for 80% teaching to be grade 2 or better.

82. Throughout the school, staff know pupils well and have outstanding relationships that foster learning very effectively and promote equality particularly well, irrespective of race, gender or disability. They have high expectations of their behaviour and learning.
83. The best lessons observed include the following outstanding features:
- a lively pace with perceptive, challenging and open ended questioning;
 - a high level of subject knowledge very skilfully delivered to pupils;
 - a rich range of resources to stimulate and engage pupils in their learning; and
 - efficient and effective use of time and deployment of classroom assistants.
84. Good features in lessons include:
- clear aims and objectives;
 - well formulated instructions and prompts to guide pupils through the various stages of the lesson;

- good use of examples to illustrate teaching points and of questioning techniques to promote thinking skills;
 - appropriate intervention and support for pupils along with efficient monitoring of their progress as they work;
 - effective praise and encouragement to motivate pupils;
 - quiet, effective handling of pupils with inappropriate behaviour;
 - good opportunities for pupils to share, reflect upon and celebrate their achievements; and
 - well planned, varied work in each lesson catering for all abilities.
85. Teachers in KS1 and KS2 collaborate well to share ideas and to improve aspects of their teaching. An outstanding feature of good practice is how teachers draw on the knowledge of how pupils learn through implementing practice from the 'Philosophy for Children' project.
86. Staff in the under-fives have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and plan good quality experiences within them, including the use of the outdoor environment. Adult interaction is extremely effective in developing children's language skills and promoting their confidence to take part in a range of activities.
87. The quality of teaching for pupils with SEN is good with outstanding features. Staff have a thorough knowledge of pupils' learning and social needs and plan an exciting range of differentiated activities for them.
88. Emphasis on bilingualism is promoted well throughout the school and Welsh is used incidentally in all classes in registration and when greeting visitors and praising good work. Welsh is introduced to children in the early years where good practice is evident in oral incidental Welsh and in reading in Welsh.
89. Assessment, recording and reporting are good with outstanding features and meet statutory requirements. Continuous assessment of pupils' progress and achievement to improve teaching and learning is an integral part of the culture of the school and is a notable feature of its work.
90. In the early years, children are assessed against baseline criteria as soon as possible to identify strengths and any areas of concern. This information enables the school to provide very appropriate learning experiences and activities for the children's stage of development rather than for their age. Teachers record achievement regularly and update information on children's individual progress in the six areas of the Desirable Outcomes. Early Years staff meet regularly with their team leader to discuss the progress of children and this system ensures that activities are at the correct level of challenge to ensure rapid progress for all abilities.
91. In KS1 and KS2 there are good systems for assessing pupils in subjects against their expected level of attainment. Effective plenary sessions at the end of lessons and regular informal assessments ensure that teachers know precisely what pupils have understood and what they need to learn next. Teachers use this information to inform future planning and for appropriate setting in mathematics in its older KS2 classes.
92. Pupils are involved in their own assessment and set their own targets in mathematics, English and PSE with the aid of their teachers. This assessment

practice is very effective and enables teachers to identify pupils who require individual support in order to progress.

93. The good quality of teachers' marking, which is constructive and informative, effectively contributes to the assessment process.
94. Levelled portfolios of work in the core subjects are used meticulously in the assessment of pupils' work. Teachers attend cluster meetings to ensure that the levels are fair and accurate.
95. There are very good arrangements for keeping parents and carers well informed about pupils' progress. Reports in KS1 and KS2 are clear and informative on aspects of the curriculum. The layout and presentation of the nursery class report is an outstanding feature.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features
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96. The findings of the inspection team match the grade given by the school in its self-evaluation report.
97. The curriculum is broad, balanced and relevant and ensures coherence, continuity and progression for the full range of pupils. It meets statutory requirements and the recommended times for each key stage. The extent to which it meets the needs and interests of all pupils, and is equally accessible to all, is outstanding, particularly for those with SEN and EAL.
98. Learning experiences for the under-fives are planned in accordance with the Desirable Outcomes for Children's Learning and there is a very good balance of regular activities across the six areas of learning, delivered through an integrated day approach. Pupils in KS1 follow a similar form of organisation with topics taught effectively in discrete subjects; natural links among subjects develop very well.
99. Very good quality schemes of work for KS1 and KS2 indicate what pupils will learn and there are explicit learning and teaching opportunities for each year group with clear curriculum maps showing coverage across the school.
100. The curriculum policies and schemes of work are kept under constant review. Where published schemes of work are used, these are modified very effectively to meet the needs of pupils' learning.
101. The quality of teachers' planning each term is very good. Short term plans take proper account of what has been taught before and ongoing evaluations allow any required moderation to the following week's planning. The headteacher, team and subject leaders monitor short-term plans effectively.
102. Key skills and common requirements are listed clearly as opportunities in the schemes of work and show which skills are being developed.
103. Pupils have access to an effective PSE programme, in line with national recommendations, which contributes significantly to the quality of support and guidance offered to pupils. The school incorporates circle time and philosophy for

children into the curriculum and specific lessons are timetabled to promote pupils' ability to solve problems.

104. A particularly outstanding aspect of pupils' learning experiences is the enrichment of the curriculum by an impressive range of cultural and sporting activities. These complement and extend the curriculum and contribute significantly towards the standards pupils achieve and to their personal and social development. Interested pupils benefit from instrumental lessons by peripatetic teachers.
105. The school makes effective use of the environment and nearby places to provide rich and exciting learning experiences, including visits to places of interest in the locality and beyond, for example, Sully beach, Cog Moors Environmental Centre and Cardiff Bay. Visitors, including dance groups and members of the local community are invited to the school to enhance the learning experiences.
106. An exceptionally broad and numerous range of extra-curricular opportunities is available for pupils at lunchtimes and after school, such as, choir, rugby and netball. These are very popular and taken up by a large number of pupils from both KS1 and KS2. Every teacher leads at least one extra-curricular activity.
107. Homework is set appropriately according to the age and ability of pupils.
108. An outstanding aspect throughout the school is the successful promotion of pupils' personal development, including their spiritual, moral, social and cultural development. Spirituality is effectively promoted through assemblies, collective worship, reflection times in class and religious education. Pupils know very well the difference between right and wrong as well as the values of honesty, fairness and truthfulness. These are evident in their attitudes, behaviour and courtesy.
109. Pupils' moral development is an outstanding feature. Teachers and LSAs work closely together and know pupils very well. They set very good examples and their very positive relationships with pupils help to form very positive attitudes about self-discipline and social behaviour.
110. Pupils' social development is integrated effectively across all aspects of the school and they are encouraged to think and have opinions.
111. Pupils' cultural development is well developed. They are encouraged appropriately to consider important issues linked to their own experiences, not only through the formal curriculum, such as in science and geography, but also through reflection about, and appreciation of, the Welsh culture and other cultures, the natural world, music and dance.
112. The partnership with parents is an outstanding feature of the school. Parents feel very positive about all aspects of school life. There is a long running paired reading programme, when family members of younger pupils follow a structured reading programme with their children under the supervision of staff. Parents are involved actively in helping in school activities, such as reading groups and visiting school to talk with groups of pupils about their jobs. They feel very welcome, valued and appreciated.
113. Links with the local community are very good and the school is an established part of it; for example, community members visit as part of the group reading scheme, as do the local priest and the police liaison officer for other aspects of supporting school life, such as talking about stranger-danger.

114. Links with the local secondary school are very good and the local cluster of schools is very active. The school provides placements for students from local further and higher education institutions where there is a reciprocal arrangement for school staff to lecture.
115. The curriculum complies with all legal requirements. Sex education is taught in line with the published policy. There is an appropriate home-school agreement, which both parents and pupils sign. Arrangements are well developed to meet the legal requirements of the Foundation Phase and revised National Curriculum (NC) from September 2008.
116. The school's partnership with industry is outstanding. It has a well written industry policy and strong links with Careers Wales. Many teachers have benefited from industrial placements that enhance their professional development and support their teaching and management skills and several have enjoyed previous careers in industry.
117. The school has developed links with an extensive range of businesses and organisations that help enhance pupils' awareness of the world of work, both past and present, and further strengthen the school's partnership with the community.
118. In both key stages pupils work with specialist visitors, such as scientists, journalists and authors, artists in residence and a dietician, as well theatre companies and performers.
119. The school promotes equal opportunities extremely well. Pupils, irrespective of their social background, gender, disability or ethnicity, are positively included in all appropriate school activities including out of hours sports and cookery clubs. The school makes every effort to tackle the social disadvantage of some of its pupils.
120. The school has a clear written policy for sustainable development and global citizenship. It was one of the first schools in the LEA to gain Green Flag status and it is working towards retaining this award.
121. Pupils develop an extremely good understanding of sustainable development and an awareness of conservation issues through recycling and compost projects in the school. They care for the environment and make it attractive through their work in lessons and in the gardening club.
122. Pupils' awareness of global citizenship is raised very effectively through their studies in geography and religious education, as well as through fundraising events. Y5 pupils in particular have benefited from a workshop on sustainable development as part of their work in the Philosophy for Children programme.
123. Opportunities for pupils to develop the skills required to support economic development are outstanding. All have the opportunity to take responsibility by undertaking monitor roles that support the school's sustainable development and healthy eating programme. They all help to raise money for good causes.
124. The school attends very well to national priorities for lifelong learning and community regeneration.
125. Pupils have a strong sense of place in the school and the community. Pupils go out into the community to entertain and in turn the community supports school events such as Christmas concerts and summer fairs.

126. Pupils gain credits with the Children's University through their involvement in a wide range of after school activities. Y6 pupils, in particular, see themselves as teachers in their roles as Y2 reading partners.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features
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127. The findings of the inspection team match the grade given by the school in its self-evaluation report.
128. Pupils are cared for, guided and supported particularly well in a very secure, motivational and happy environment. The school works very effectively with health professionals and external agencies and has a very positive ethos and every pupil is valued and included. This is an outstanding feature.
129. The school has a very positive partnership with parents, enabling it to know its pupils and their parents very well. Communication with parents is very effective with regular newsletters, curriculum information and a website to keep parents very well informed about the work and life of the school. There is very good daily informal contact, particularly in the early years. The overwhelming majority of parents in their responses to the pre-inspection questionnaire and at the meeting prior to inspection praised the school for its ethos, the quality of education provided for their children and the approachability of the staff.
130. Parents' views are sought through regular meetings and the response sheet attached to their child's written annual report. The school has a significant number of parent governors and a very supportive Parent Teacher Association (PTA). They work very effectively with the school and provide a valuable link between parents and the school.
131. The School Council provides pupils with a persuasive voice in the school, for example, a recent application for road safety measures has been successful. Induction arrangements for the early years are very carefully planned and implemented. As a result of the phased intake and entry, even the youngest children settle very well into school life. The pastoral and curriculum transition arrangements with the receiving secondary school are an outstanding feature. The schools are involved in a very thorough transition plan. Y6 pupils are involved in cross phase projects in English, mathematics and Welsh and activities in other subjects. Y7 teachers team teach Y6 in the summer term
132. The school provides very high quality personal support and guidance for pupils. The policy is integrated into all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes.
133. There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. The school sets appropriate targets and works very closely with the education welfare officer (EWO) in terms of attendance and family welfare as the need arises.
134. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models. All staff, including mid-day supervisors, are trained

in positive behaviour management strategies. Pupils' behaviour is very closely monitored and arrangements to encourage them to behave well are extremely effective. Appropriate procedures have been followed in the only case of temporary exclusion in the last twelve months.

135. The school is extremely effective at promoting health and fitness. All pupils have access to drinking water throughout the day. Healthy options as well as vegetarian and nut free options, are available at lunchtime. Pupils understand the need for exercise and a balanced diet. They appreciate the out-of-hours sports clubs and the fruit tuck shop.
136. Adults in the school including canteen staff, are very well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies, such as how to help pupils with identified medical conditions.
137. There is a comprehensive health and safety policy and the school has appropriate risk assessment procedures. All staff are trained in first aid procedures and are alert to issues relating to the well-being of pupils.
138. There is an effective policy and sound procedures for child protection. The headteacher and her deputy are the nominated officers and there is a named governor. All staff are fully aware of their responsibilities.
139. The identification and quality of provision for pupils with SEN are outstanding. Policies and procedures comply with the requirements of the latest Code of Practice. Careful observations, relevant screening tools and a range of appropriate assessments ensure pupils' additional needs are identified quickly, to facilitate early and effective intervention.
140. The SENCo carries out her duties conscientiously and effectively ensures very good liaison between all teachers and support personnel. Class teachers are very aware of the procedures for identifying and making provision for pupils with SEN and relevant programmes and teaching strategies are agreed through regular, co-operative planning. The sensitive inclusion of pupils with specific individual needs through careful planning and use of appropriate resources is exemplary and ensures they have full access to the curriculum. The needs of more able pupils are catered for through extension activities.
141. Pupils' individual education plans (IEP) are effective in supporting them and are reviewed regularly. Parents are involved fully in the process and encouraged to support their child's learning. The use of external support services is effective and provides appropriate support for the staff and pupils.
142. The school has very effective and consistent strategies for supporting any pupils whose behaviour might impede their progress and that of others; pupils are kept busy and on task and good behaviour is expected of them. They are given appropriate praise at every opportunity.
143. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school.
144. There is a disability equality scheme as well as effective policies for areas such as bullying, disability and fire prevention. Pupils participate in national anti-bullying

week. There is a suitable accessibility plan that takes account of the school site and buildings.

145. The school promotes diversity and equal opportunities extremely well. A very good range of activities is provided for pupils through personal and social and religious education and events that enable them to develop a sound understanding of diversity and equal opportunities. There are appropriate arrangements for pupils who have EAL.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

146. The findings of the inspection team match the grade given by the school in its self-evaluation report.
147. This is a very well led and managed school, where the clearly understood aims, targets and shared values among staff, parents and pupils are reflected very well in the life and work of the school and provide an outstanding foundation for improvement and promotion of equality for all.
148. The headteacher's leadership and management of the school are outstanding. She provides a positive, caring leadership and has very high aspirations for the school and is ably supported by the deputy headteacher and the SMT.
149. Subject leaders, including the SENCo, have a wide range of responsibilities, which they implement efficiently, confidently and productively. They work together very effectively to create an atmosphere which is positive, industrious and happy in order to ensure that all pupils, regardless of background, are fully included in all aspects of the school's life and work.
150. Realistic and challenging targets, set out in the very accessible SDP, provide a clear strategic direction for improving standards and the quality of provision. Subject leaders are meticulous and effective in tracking and analysing the standards being achieved in their subjects through monitoring pupils' work.
151. There are very good arrangements for identifying individual and whole school training and development needs of staff, improving standards and the quality of provision, but these are not linked to targets set out in the SDP.
152. The school takes appropriate account of WAG priorities and local partnerships with the local cluster group to benefit pupils' overall progress. There are effective arrangements to take account of national priorities and local partnerships and consortia agreements, such as the good transition arrangements being developed with other schools in the cluster. The school leadership is taking appropriate action to prepare and resource the forthcoming Foundation Phase within the limitations of the present accommodation.
153. The GB has a close involvement in the life of the school and is well aware of the importance of its role in supporting the well-being of pupils and contributing to the school's strategic direction. They oversee performance management procedures

effectively which are followed appropriately by the headteacher and the team leaders to promote their professional development; this in turn benefits the school.

154. The monitoring of the quality of provision by the governors to match the needs of the school is efficient in many ways, including utilising effectively, when required, their wide range of expertise, for example in building works and information technology. Governors also take into careful consideration the significant movement of pupils into and out of the area effect this can have on the budget.
155. The GB ensures important statutory requirements are met. It is well informed about the school's performance and progress through regular reports from the headteacher. Governors recognise that developing their role is important and, to this end, they attend a wide range of relevant training courses provided by the LEA.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

156. The inspection team findings do not match the grade given by the school in its self-evaluation report or the grade 1 awarded to Key Questions 1 and 5. This is because recent refinements to the school's good self-evaluation procedures have not had sufficient time to inform the established systems already in place.
157. There is a clear emphasis by the school in maintaining and improving standards. The headteacher, SMT, team and subject leaders have a secure knowledge of the school and are well informed about the areas for which they are responsible. This is evident from the information contained in the recently adopted self-evaluation statement and report collated before the inspection which provides a detailed overview of the school's philosophy, strengths and areas where improvements need to be made. Arrangements are in place for these aspects to inform priorities in the next SDP to provide an increasingly coherent approach to school evaluation and improvement. The self-evaluation report in its present form, however, is overly descriptive to be readily accessible and it is not clear how judgments are made, for example, in many key questions graded 1, as there are no references to which features are outstanding.
158. The views of all those involved in providing education are taken into account in the self-evaluation process. Recent informal arrangements to seek the views of learners and parents also beginning to inform self-evaluation appropriately.
159. Very good analysis is made of a range of data, including baseline assessments in reception classes and assessments to track pupils' progress effectively through the key stages. This enables the school to identify more accurately those areas in the curriculum where learners need to improve.
160. The SDP for 2007-2008 provides a clear strategic direction for the current academic year and beyond. It contains a good range of relevant targets with measurable success criteria. The leaders responsible to implement them are clearly shown, but individual targets do not have time scales for their completion during the year and their cost implications are not planned as they are in the individual subject

development plans. The school, however, ensures adequate funds are available to support these priorities.

161. The GB oversees self-evaluation appropriately through regular meetings with the headteacher and staff and through its every day involvement with the school by a few governors.
162. Actions taken since the previous inspection to the one key issue regarding the reception class accommodation have resulted in significant improvements in order to raise the personal, social and creative development of children. However, further feasibility studies are planned to consider extending the main building to improve provision further, taking into consideration the needs of the forthcoming foundation phase.
163. The inspection team agreed with five of the school's grades in its self-evaluation report. Where it disagreed and awarded grade 2 it was due to insufficient outstanding features in both key questions. This confirms that the school's own self-evaluation is based overall on secure evidence and sound judgements.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

164. The inspection team's findings do not match the grade given by the school in its self-evaluation report or the grade 1 awarded to Key Question 1 and 5. Although there are a few outstanding features, overall, these are insufficient for a grade 1.
165. The school has a sufficient number of well qualified, experienced teachers, who have the necessary knowledge and expertise to teach all aspects of the school's curriculum and to meet the needs of pupils effectively. Several teachers have professional coaching qualifications.
166. There is an adequate provision of staff, which enables the curriculum to be taught effectively to all pupils, with expertise and experience spread across the school. All staff have relevant and agreed job descriptions linked to their roles and these are reviewed annually. Responsibilities for subjects and aspects are shared appropriately amongst members of staff, including the headteacher.
167. The school provides a wide range of visiting peripatetic teachers, such as the Welsh teacher (athrawes fro) and specialist music teachers to enrich aspects of the curriculum.
168. A high number of LSAs is deployed very effectively by the school to support pupil learning and they have clear roles. They make a very valuable contribution to classroom activities and are engaged effectively in planning, teaching and recording pupils' progress. Pupils with SEN are supported very effectively, particularly those with statements of SEN.
169. The caretaker, cleaning and midday staff perform their duties diligently and effectively. Secretarial staff have efficient administrative systems in place and support the headteacher and staff effectively. Daily routines are well established.
170. Staff training is adequate and undertaken both internally and externally and linked with many school and national priorities.

171. Arrangements for teachers' planning, preparation and assessment (PPA) time are well organised and provide additional opportunities for teachers to plan lessons in the context of the classroom and to be more focused on the needs of every pupil. Resources for workforce remodelling are effectively deployed.
172. Pupils in all year groups have access to an appropriate supply of resources to support the curriculum, which generally match the demands of their learning. The suitability of reading and reference books, along with their condition, is kept under regular review. There is a resource centre which supports pupils' learning very effectively and contributes to the high standards of pupils' achievement. There is a good range of resources to support the learning experiences in all year groups, but the furniture for the under-fives and KS1 pupils will need to be adapted to meet the requirements of the Foundation Phase.
173. The school makes efficient, effective and economic use of resources, linking spending decisions to the school's priorities. The headteacher and the GB review the school needs and the use of resources on a regular basis, but these are not linked sufficiently to cost and training implications in the SDP. Financial management is prudent and the school is judged as a low risk school following a recent interim audit of control risk self-assessment.
174. The accommodation consists of a main building, which is of good quality and which is used well by teachers to promote learning and has good disability access. There are further outside classrooms for Y3 and early years. The school is very clean and well maintained. There is a refurbishment programme of redecoration, as well as the provision of additional areas such as the information technology suite and PPA room. The information technology provision, together with the interactive whiteboards and projectors in each class, has helped to accelerate pupils' progress and increased staff and pupil confidence and competence. There are attractive displays throughout the school.
175. Constructive improvements to the accommodation for the early years have been beneficial, but inherent deficiencies in the structure and design of the buildings are still not wholly conducive to appropriate learning, particularly in anticipation of the forthcoming Foundation Phase. Also, the outside area is buffeted by the prevailing gusts of winds from the exposed coastline and the children have to walk a considerable unsheltered distance to access the main school building and school hall.
176. The field and spacious playgrounds are reasonably safe and secure and promote pupils' physical development well. A number of outside facilities enhance opportunities for learning and teaching, such as the early years' canopies, timber trail and play house.
177. The standard of budgetary control at the school is effective and spending is planned carefully in both the short and long term to provide good value for money. Resources are used economically and efficiently.

Standards achieved in subjects and areas of learning

Under 5s

Language literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

178. Nursery children clearly communicate wants and needs using conventions such as 'please' and 'thank you'. A majority of children communicate clearly in a range of situations. They communicate with others, both peers and adults, sharing information about their own experiences. Language learned from songs, stories and conversations is used in imaginative play with puppets and in the role-play areas both indoors and outdoors.
179. Most nursery children speak audibly with confidence and listen attentively for up to 10 minutes in familiar situations such as listening to stories, circle time and talking with the teacher at the beginning of the day.
180. Children in the nursery handle books confidently and understand that print conveys meaning. All children recognise their name and the majority recognise some sounds of the alphabet. Several able children recognise all initial sounds of the alphabet.
181. Most nursery children make random marks on paper, copy or overwrite their names and a few can write their names and some words independently.
182. Nursery children use various computer programmes confidently to reinforce their vocabulary as well as the interactive whiteboard to carry out language activities.
183. Welsh is spoken well by nursery children when answering the register and when using simple words and phrases incidentally throughout the day. Welsh captions are used around the classroom side by side with English ones.
184. The majority of reception children enjoy participating in conversations and sharing experiences and ideas with others through a range of indoor and outdoor activities. This they do confidently, using extended sentences and a wide range of vocabulary. New vocabulary is introduced daily through structured play and focused activities.
185. A wide range of computer and interactive whiteboard programmes are used well by reception children to reinforce their language learning. They use microphones and a tape recorder as well as a talking photo album to assess and improve their oral skills.
186. The majority of reception children know all the letters of the alphabet and are able to use the letters to build up three and four letter words. Around half are reading fluently at their appropriate reading stage and show an understanding of stories by asking and answering pertinent questions about characters and events.
187. A majority of reception children attempt writing for various purposes during role-play and focused tasks. Most write their name independently. A variety of

means are used to reinforce letter orientation such as chalk, sand, paste and glitter as well as paint. A few children are able to write a few sentences independently.

188. Incidental Welsh is spoken throughout the day and during a Welsh lesson with Tedi; reception children know how to answer and ask simple questions. They recognise the names of colours in Welsh. They count to 10 and they listen to and read a simple story.

Shortcomings

189. There are no important shortcomings, but a very few children have difficulty with the correct orientation of letters.

Personal and social development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

190. Nursery children are very well behaved and highly motivated. They are excited by new experiences and are motivated to explore further; they become fully engaged with their tasks. They communicate likes and dislikes, make choices and communicate their needs. They take turns sensibly and learn to share with their peers. They follow simple instructions very well and willingly help around the classroom. The majority remove simple clothing independently and manage their personal hygiene.
191. Children in the reception class behave very well and are highly motivated. The majority maintain attention, concentration and sit quietly when appropriate. When not involved in a specific activity, they choose sensibly during 'free flow' sessions and play on their own or with others very happily. They co-operate very well when working in groups, for example, during role play and weighing and creative activities. They understand what is right and what is wrong and give reasons why. They follow instructions very well and these are carried out in a mature manner.

Good features

192. Nursery children have a developing awareness of what is right and wrong and with adult support can discuss the issues.
193. Reception children help to clear away willingly and dress and undress themselves for physical development lessons or when coming in from outdoors.

Shortcomings

194. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features with no important shortcomings

Reception: Grade 2: Good features with no important shortcomings

Good features

195. A majority of nursery children recognise numbers to 10 and one able child to 15. They match the numerals to groups of objects well. This knowledge is applied well to a computer program about a child's house to reinforce using the skill of dragging and dropping. A majority of children carry out a range of mathematical programs confidently using the interactive whiteboard. The children recognise simple two dimensional shapes and find objects of that shape both indoors and outdoors. They become familiar with the idea of capacity when engaged in sand and water play. They realise that mathematics is required for lifelong learning through the way they use their skills in other aspects of the nursery curriculum.
196. A majority of children in reception can recognise numbers to 15 and understand the value of them. They record the numbers to mark the number in a set. They add one or two to numbers up to 10. They record the numbers in a variety of ways using a range of media such as paints, sand, computer and interactive whiteboard. A few able ones are able to count and recognise numbers to 100. A majority add two single digits up to 10 together well. They know basic two dimensional shapes and recognise them. They use mathematical language, such as more or less, heavier or lighter, shorter or longer, to compare two numbers or quantities. Most use everyday words to describe position. They incorporate the language of addition and subtraction into practical and everyday activities by taking it in turns to visit the local shop to buy snacks for the class. They have good awareness of money and its uses.

Shortcomings

197. There are no important shortcomings.

Knowledge and Understanding of the World

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

198. Nursery children have a good range of experiences, both indoor and outdoors, which develop their knowledge and understanding of the world around them. Environmental experiences have been recreated outdoors for children to be aware of their surroundings, for example, a woodland area where they can use their senses to appreciate the trees around them. Good practice was shown when a ball went up into a tree and the children had to solve the problem of how to get it down. Through appropriate role play with a puppet, they discover the best material to use to make a hat to keep the puppet dry. They use the practical resources provided in the very attractive science area to experience, in their own time, what has been introduced to them about mirrors, freezing and melting. On a daily basis, they talk about the weather both in English and in simple Welsh phrases. They can discuss events in terms of times, such as tomorrow and yesterday. They are aware of different cultures and festivals.
199. Children in reception use a wide range of experiences well to develop their knowledge and understanding of the world. They have a very good knowledge of the local area through a variety of regular visits and walks. For example, from a visit to Sully beach they become aware of the physical nature of their environment and understood that living things should be treated with care and respect. Appropriate

use of the bird hide also teaches them to respect living things. They recognise different kinds of houses in the streets and can describe what they have seen. They are familiar with the seasons and the changes each one brings. They plant flowers and learn to look after them carefully. Through observation and use of the water butt in their outdoor area they learn about sustainable development. They are aware of their senses and good use is made by them of the very attractive sensory garden to reinforce their learning. They also use the digital camera to record their outings.

Shortcomings

200. There are no important shortcomings

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

201. In the nursery children move safely with confidence and imagination. Their awareness of safety is demonstrated in the way they move in and out of spaces through walking, running and hopping and by avoiding other children when engaged in following the theme of 'Under the Sea'. They are aware of the different parts of their body and that stretching is a healthy exercise. They use a variety of equipment to develop their gross and fine motor control skills. Most begin to hold a pencil and other tools correctly to write on paper or, in sand or other materials. They join and build using a variety of construction materials.

202. In reception most children move with control and co-ordination and can control their body movements, in order to sit still, stand up, and jump on one and two feet, balance on one leg hop or climb. Many have a good awareness of space and safety when moving around the hall and carrying apparatus. Most are very confident in their movements on apparatus. They explore in a thoughtful manner different ways of moving like animals on the climbing apparatus and on narrow and wide balance benches at different levels. They pedal wheeled vehicles with confidence and have good co-ordination in the outdoor play area. The majority hold pencils and other tools, including scissors, correctly.

Shortcomings

203. There are no important shortcomings.

Creative development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 2: Good features and no important shortcomings

Good with outstanding features.

204. Nursery children use a wide range of materials to represent the theme they are working on. They explore colour, texture, shape and form in two and three dimensions. They are actively involved in the presentation of their displays on the walls which are big, bold and colourful. The role-play areas, which are made from the children's own work, are imaginative, bright, colourful and exciting. Children partake

in very good imaginative play either individually or in groups. They respond very well to music and enjoy moving to different tunes.

Good features

205. Reception children use a wide range of materials effectively to represent the theme they are working on. They explore colour, texture, shape and form through handling wet and dry sand. They undertake a range of two dimensional activities through drawing, painting, cutting and sticking. They utilise a range of methods of applying paint using fingers, hands, brushes and sponges, they recognise how sounds can be changed by using custom made and home-made instruments. They respond imaginatively in a variety of ways through good use of their senses. The sensory garden allows them to describe what they touch and feel, hear, see and smell enthusiastically. They engage in meaningful role play in corners made as a result of the theme they are studying at the time.

Shortcomings

206. There are no important shortcomings.

Mathematics

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

207. In KS1 and KS2 pupils respond particularly well in oral and mental mathematics sessions and discuss their work using a very wide range of appropriate vocabulary relating to all areas of the subject.

208. Younger pupils in KS1 read, write and order numbers accurately and have a very good understanding of place value. They use addition and subtraction operations confidently to a 100 and recognise odd and even numbers well. They count orally in steps of different sizes and recognise patterns in a number sequence.

209. A notable feature is that KS1 pupils' problem solving skills in mathematics develop very well and they reason and explain their work logically.

210. Pupils in KS1 have a very good knowledge of simple fractions which help their understanding of the concept of analogue and digital time. They tell the time accurately to the hour, half hour and quarter hour, with the more capable pupils, to the minute.

211. Younger KS2 pupils' current and previous work shows they have a very good understanding of the four operations in number. Most make effective use of their increasing knowledge of tables in dividing or multiplying to solve written problems. They make very good progress in their understanding of number relationships and patterns, for example, through constructing and interpreting a tally chart.

212. KS2 pupils discover, through a range of investigative mathematical activities, that graphs can illustrate how things change over time. They construct accurately, and interpret well, a bar line graph to show the frequency of numbers thrown on a dice.

213. Older pupils in KS2 have a good understanding of looking at averages in various forms, such as mode, median and mean. They have a good mental facility with number, including table facts, and apply them effectively to solve money problems. They understand the probability of events taking place in given situations. They have a good facility with large numbers, including long multiplication and division sums.
214. More able older KS2 pupils are very proficient with positive and negative numbers and apply their knowledge effectively to number lines and graphs with co-ordinates on a grid to four quadrants. They replicate shapes accurately using negative and positive co-ordinates.

Good features

215. Pupils in KS1 and KS2 use the interactive white board well to demonstrate and improve their understanding of mathematical concepts.
216. KS1 pupils make sensible estimates when measuring length, weighing objects and filling containers and they begin to understand the need for standard measures.
217. Pupils' progress in developing their understanding and fluency in using a range of measures is good throughout KS2. They have an appropriate and confident grasp of percentages, mixed and equivalent fractions and units of measure involving decimals.
218. Throughout KS2 pupils develop a good knowledge of two and three dimensional shapes and their properties. They investigate translations and calculate perimeters and areas of regular and complex shapes.
219. By the end of KS2 pupils measure angles accurately in degrees and have a good knowledge of different angles and line symmetry. They measure area and perimeters of a large variety of rectangular shapes.

Shortcomings

220. There are no important shortcomings.

Science

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

221. The quality and detail of pupils' investigative skill development in KS1 and KS2 is outstanding and they have a comprehensive understanding of health and safety issues relating to the use of equipment in investigations.
222. Pupils in KS1 carry out investigations and understand the requirements of fair testing, identifying variables and work in an orderly and methodical way. They discuss their work confidently, make sensible predictions about the likely outcomes of investigations and relate their observations to simple scientific ideas. They record their results and offer simple explanations of what they have discovered.
223. KS1 pupils explain their understanding of living things, materials and physical processes with assurance. For example, they recall the main parts of the human

body confidently and understand the importance of exercise and remember healthy and unhealthy foods particularly well. They collate information clearly and accurately in collages, pie charts and graphs.

224. By the end of KS1 pupils use an extensive range of scientific vocabulary at appropriate levels.
225. Pupils in KS2 have a comprehensive understanding of aspects of materials, circuits, forces, plants and animals, and offer very clear and accurate explanations about their investigations and observations, such as valid reasons for their choices of waterproof and non-slip materials to make trainers.
226. KS2 pupils investigate conductors and insulators competently and use their problem solving skills proficiently to investigate how to keep hot water hot and to prevent ice cubes from melting.
227. KS2 pupils have a broad understanding of the importance of fitness in the life processes of humans. For example, their knowledge and understanding of healthy hearts and the effect they have on people's lives is well established and they realise perceptively that children are more easily affected by alcohol than adults.
228. Older KS2 pupils plan detailed investigations into water evaporation and the rate of solids dissolving into water. They demonstrate an exceptional understanding of variables, fair testing and how to reduce errors in investigations. They make systematic observations and communicate their results very effectively.

Good Features

229. Pupils in KS1 have a broad knowledge about the natural world and a good understanding of the behaviour of plants, animals and natural materials. For example, they understand that plants need water and light to grow.
230. KS1 pupils gather required information from a variety of sources. To augment their scientific skills, they use ICT appropriately such as interactive whiteboards and cameras to investigate and record experiments.
231. Pupils in KS2 have a good awareness of health and safety issues and develop their knowledge and application of the scientific skills of planning, investigating hypotheses, recording and analysing results appropriately.
232. By the end of KS2, pupils have a good understanding of topics on such matters as multiple forces, electricity and changes in materials, culminating in very effective learning with their secondary transition project.

Shortcomings

233. There are no important shortcomings.

Information technology

Grade 2: Good features and no important shortcomings

Grade 2: Good features and no important shortcomings

Good features

234. Most KS1 pupils use the computer confidently. They explore a wide range of software following screen instructions carefully and using the mouse and keyboard skilfully.
235. KS1 pupils program a robot and recognise that instructions can be repeated. Most bring up the program independently and drag and drop and save their work.
236. Many pupils in KS1 make effective use of a simple database to gather, enter and store information and to record results appropriately in a block graph form.
237. KS1 pupils make good use of computer programs and interactive whiteboard software to carry out reinforcement and problem solving activities.
238. Most KS1 pupils make good and accurate use of appropriate information technology vocabulary in discussions and explanations of their work.
239. Pupils in KS2 make effective use of the word processor to present information in various forms. They understand well how to edit their work and how to improve quality and presentation. They import pictures to complement text, and to change size, colour and font so as to create an effect.
240. Most KS2 pupils open an e-mail attachment, attach a file to an email and send it confidently. They offer valid opinions on the advantages and disadvantages of e-mail.
241. Older KS2 pupils enter data and simple formulae involving adding and subtracting into a spreadsheet.
242. Pupils in KS2 are fully conversant with setting up a media presentation. They use the Internet to find information about specific topics. For example, during work on the water cycle they use digital cameras, microphones and the interactive whiteboard for problem solving and to reinforce classroom work.

Shortcomings

243. There are no important shortcomings, but pupils in KS1 and KS2 have limited recall of exploring patterns and relationships in computer based models and predicting the outcomes of different decisions.

Geography

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

244. KS2 younger pupils locate Wales and Sully on a map of the British Isles, very adroitly using internet satellite images and photographs to identify local features. They demonstrate very good standards of geographical enquiry and skills. They conduct surveys of their parents' jobs and modes of transport to school and work, recording results and analysing information and data accurately. They build extensively on their knowledge, understanding and skills by conducting further local surveys of local amenities and locating a picnic site on a local map using four figure co-ordinates and symbols. They offer valid reasons for their choices of locations.
245. KS2 pupils consolidate mapping skills by investigating, comparing and interpreting different types of maps. They are very familiar with using satellite images,

maps and photographs to compare and contrast different localities. For example, they look at similarities and differences about what life is like for a child in St Lucia, including school life and land use. They share opinions about life in a less economically developed country very confidently, identifying and describing details from photographs, recording their findings and reporting these to other groups by using pupil 'envoys' between groups to share and explain ideas.

246. KS2 pupils have an outstanding understanding of sustainability. They are very clear about their opinions in relation to their own lives and the increasing role of geography in promoting understanding of global citizenship. This is evident in their very good organisational and study skills shown in posters reflecting the concepts of reuse, recycle and reduce and in group work applying energy sources to an island.
247. Older KS2 pupils show very good understanding in using correct vocabulary in identifying changes in Sully. They compare and contrast their local area to Chembakolli in India, including climate, buildings, school life, working life, shopping and how people trade. They locate India in relation to neighbouring countries and the world accurately. A few show their knowledge and understanding of contrasting localities by communicating their findings very clearly and in an interesting format through ICT media presentations.

Good Features

248. In KS1 pupils build well on their awareness and understanding of places and human geography, by observing, locating and identifying different buildings, including where they live and other places in Sully and beyond. They use an internet mapping program confidently to enhance their learning.
249. KS1 pupils find out differences between their homes and the school, distinguishing between elevations and plans. They then draw plans of their bedrooms and apartments of the future. They identify holiday destinations and compare differences between Sully and Brittany by taking Barnaby Bear on holiday. They role play confidently when booking holiday destinations and working at an airport.
250. Pupils in KS1 conduct surveys of the immediate locality appropriately. They identify that Sully is near a beach and how it relates to Roscoff in Brittany. They are secure in giving general descriptions of natural and human features.
251. KS1 pupils show good skills when identifying the four points of a compass, following directions and knowing routes to school.
252. KS2 pupils use geographical terminology well and nearly all have an outstanding understanding of physical and human processes and contrasts, including ways that human activities affect their environment and can influence and improve places in positive as well as in harmful ways.

Shortcomings

253. There are no important shortcomings, but many pupils at KS1 are less confident at comparing differences between localities in accurate detail.

Religious education

Grade 2: Good features and no important shortcomings

Grade 2: Good features and no important shortcomings

Good features

254. Pupils in KS1 and KS2 understand the importance of rules and share their thoughts and feelings readily. A notable feature is that pupils appreciate fully the significance of reflective time in their lives. They share meaningful thoughts and ideas through reasoned discussions which emanate from appropriate periods set aside for contemplating contemporary issues of the day and during collective worship.
255. In KS1 the youngest pupils understand the uniqueness of themselves as individuals, which develops their spirituality effectively. They relate well to shared experiences about special places and realise the need to give thanks for their locality and the world.
256. Pupils in KS1 define their hopes for the future and express some good ideas. They realise that religion is expressed in many world faiths, such as Christianity, Islam and Judaism. They write their own short prayers for the world and know that churches, mosques and synagogues are special places used for worship and important ceremonies.
257. KS1 pupils have a good knowledge of stories from the Bible which they understand is a special book for Christians.
258. Younger pupils in KS2 identify the main features of the celebration of religious festivals, including their regularity, activities, involvement and associated stories. For example, they work collaboratively in groups to enact the Easter story through role play of the various events leading up to Christ's Crucifixion; they acquire a very good understanding of the story. They evaluate their efforts fairly and make valid comments. Their final performance establishes the Easter story very well for them.
259. Pupils in KS2 appreciate tolerance, kindness and respect for others and how to share and care for others. They think about these during appropriate reflective times which reinforce social and moral values and awareness of the difference between being right and wrong.
260. Pupils in KS2 realise the importance in the Islamic faith of the annual Hajj pilgrimage to Mecca and that it is a demonstration of the solidarity of the Muslim people and their submission to Allah. They appreciate the significance of Muslim pilgrims going to the tent city of Mina to throw pebbles at the three pillars representing the devil and temptation.
261. Older KS2 pupils look at the celebrations which take place in Judaism, such as the Passover. They are well aware of the Seder service, which includes a special meal which symbolises the Hebrews escape from Egypt. Through a visit to the Cardiff Reform Synagogue they become well aware of the colour of vestments the Rabbi wears and why. They are well aware of the Jewish festivals of Rosh Hashanah, which is the Jewish New Year, and Sukkoth which is one of the three major holidays and which commemorates historically the Jewish populace travelling to the Temple in Jerusalem.
262. Older pupils in KS2 understand very well the difference between wants and needs. Pupils are sensitive to the needs of others and explore in depth their thoughts and feelings regarding the plight of the homeless and those less fortunate than themselves. They have a good understanding of how churches and various charities

such as the Salvation Army and 'Children in Need' try to meet the needs of people who are less fortunate, They explore thoughts and feelings on this topic and speak eloquently and at length about being homeless.

Shortcomings

263. There are no important shortcomings.

School's response to the inspection

264. Once again, as during the previous inspection six years ago, the lessons taught by staff in Sully Primary School during the recent inspection were judged to be of a very high standard. Thirty five percent of lessons were awarded Grade 1 and sixty five percent Grade 2.
265. The Welsh Assembly Government's target for 2010 is that ninety eight percent of lessons should be judged to be Grade 2 or better. As none of Sully School's lessons has been judged to be less than Grade 2 during either of the past two inspections, the headteacher and the governors are justifiably proud of the staff and the pupils.
266. Learners' achievement was judged to be good with outstanding features as was the teaching, training and assessment. The inspectors also judged that the learning experiences met the needs and interests of learners and the wider community at Grade 1 level, and that learners were cared for, guided and supported at Grade 1 level too.
267. The leadership and strategic management was judged to be good with outstanding features, whilst the way that leaders and managers evaluated and improved the quality and standards, and the way they managed resources efficiently, were both judged as good features and no important shortcomings.
268. The inspection team recommend that staff and governors refine the self-evaluation process to inform the school development plan; ensure the school development plan has appropriate time scales and, where necessary is linked to training requirements; adapt the furniture in the reception classes and in the key stage one classes to meet the requirements of the foundation phase; and continue to work with the local authority to seek ways to improve the accommodation for the pupils in the early years. The school will prepare an action plan to address the recommendations in the report.
269. The headteacher, staff and governors would like to record their appreciation of the supportive and courteous way in which the inspectors carried out their inspection responsibilities and would like to thank the pupils and parents, who with the staff and governors, create an excellent school here in Sully.

Appendix 1

Basic information about the school

Name of school	Sully Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Burnham Avenue Sully Vale of Glamorgan
Postcode	CF64 5SU
Telephone number	029 2053 0377
Headteacher	Mrs Jean Bispham
Date of appointment	January 1991
Chair of governors/ Appropriate authority	Mrs Lesley Lee
Registered inspector	Mr Phillip Edwards
Dates of inspection	10 – 13 th March 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	23.5	48	44	46	52	48	59	57	377.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	7	17.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27.23
Teacher (fte): class ratio	1.22:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school

Summer 2007	93.2	93.4	94.5
Autumn 2007	92.6	96.3	95.6
Spring 2008	94.0	94.7	95.1

Percentage of pupils entitled to free school meals	1%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

School and National Curriculum Assessment Results at KS1 in 2007				Number of Pupils in Y2:		51	
Percentage of pupils at each level							
			D	W	1	2	3
English	Teacher Assessment	School	0	0	2	86	12
		National	0	3	14	63	20
English: speaking and listening	Teacher Assessment	School	0	0	2	65	33
		National	0	2	11	64	23
English: reading	Teacher Assessment	School	0	0	2	82	16
		National	0	4	15	55	26
English: writing	Teacher Assessment	School	0	0	2	90	8
		National	0	5	16	68	11
Mathematics	Teacher Assessment	School	0	0	0	84	16
		National	0	2	11	65	22
Science	Teacher Assessment	School	0	0	0	86	14
		National	0	1	9	66	24

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	98.0%	In Wales:	80.1%

- D Pupils who have been disapplied from the statutory arrangements
- A Pupils who were absent from the tests/tasks
- W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

National Curriculum Assessment Results
End of key stage 2:

School and National Curriculum Assessment Results at KS2 in 2007							Number of Pupils in Y6					55
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	0	4	62	35	
		National	0	0	0	0	1	4	16	50	29	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	4	69	27	
		National	0	0	0	0	1	3	15	50	30	
Science	Teacher assessment	School	0	0	0	0	0	0	0	73	27	
		National	0	0	0	0	0	2	12	53	32	

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English according to Teacher Assessment	
In the School:	95%
In Wales:	74.1%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

The majority of 11-year-old pupils are expected to attain Level 4.

Appendix 4

Evidence base of the inspection

A team of four inspectors, who were present at the school for 8 inspector days, carried out the inspection.

Pre-inspection meetings were held with staff, parents and the GB to discuss the life and work of the school.

Parents completed questionnaires which were analysed carefully and 98% of responses were positive.

Discussions were held with the headteacher, staff with responsibilities and support staff.

School documentation and samples of pupils' work were examined.

Inspectors observed 46 lessons or sessions in total.

A sample of pupils' work from across the ability range in each year group was examined.

Inspectors listened to a sample of pupils, across the age range, reading.

Discussions were held with pupils, including the school council, about their work and about the life of the school.

Pupils' behaviour was observed during break periods, at lunchtimes and at the end and beginning of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

Post inspection meetings were held with the headteacher, staff and the GB.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Phillip Edwards Registered Inspector	Context, summary, recommendations and appendixes Key Questions 1, 5, and 6 Contributions to Key Questions 4 SEN, mathematics and religious education
Millicent Phillips Team Inspector	Key Questions 2 and 4 Under-fives and information technology
Michael Thomas Team Inspector	Key Question 7 and contribution to key question 3 Science and geography
Caterina Lewis Lay Inspector	Contributions to key questions 1, 3 and 4
Mrs Jean Bispham Headteacher and Nominee	Contribution to team meetings Preparation of the school's response to the report

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff, pupils and parents of Sully Primary School for their co-operation and courtesy throughout the inspection.

The contractor:

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