



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

A report on

**Peter Lea Primary School
Carter Place
Fairwater
Cardiff
CF5 3NP**

Date of inspection: July 2018

by

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

About Peter Lea Primary School

Peter Lea Primary School is in Fairwater in Cardiff. It has 403 pupils aged from 3 to 11, including those who attend the nursery part-time. There are eight single-age and four mixed-age classes, and two part-time nursery classes.

The three-year average for pupils eligible for free school meals is around 24%, which is above the Wales average of 19%. The school has identified approximately 28% of pupils as having additional learning needs, which is higher than the Welsh average of around 21%.

The majority of the pupils are of white British ethnicity. Around 8% of pupils speak English as an additional language. No pupils speak Welsh as their first language. A very few pupils are in the care of the local authority.

The school was last inspected in March 2011. The headteacher took up her post in September 2017.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Peter Lea Primary School is an inclusive and welcoming community where all staff encourage pupils to challenge themselves in their learning. Most pupils develop a positive attitude to their work and they approach tasks with a sense of ambition. Most pupils make good progress during their time at the school. They develop their literacy and numeracy skills successfully and make use of their Welsh language skills with enthusiasm. Pupils have many opportunities to participate in all aspects of school life, to develop an understanding and knowledge of their local area and to learn through first-hand experiences. The learning experiences engage pupils well. Leaders evaluate the school's strengths and areas for development accurately and involve all stakeholders in plans for improvement. Staff work effectively as a team. They provide good support for vulnerable pupils and they monitor the progress of all pupils very carefully. The school is well resourced and staff have developed the outside areas successfully. Recent strategies to manage pupils' behaviour more effectively are beginning to have a positive impact.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Ensure that teachers' planning builds pupils' literacy and numeracy skills systematically as they move through the school
- R2 Ensure that agreed strategies to manage pupils' behaviour operate effectively in all classes
- R3 Improve pupils' spelling, punctuation and handwriting skills

What happens next

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

Main findings

Standards: Good

Most pupils enter the school with skills that are around average for their age. During their time in school, most pupils develop good speaking and listening skills. Their vocabulary develops well and they adapt their talk purposefully for different contexts, such as when speaking informally to visitors about their activities or interviewing local business people for a school magazine. In key stage 2, most pupils listen with interest and share their ideas with confidence and in detail. For example, pupils in Years 5 and 6 describe their visit to a local housing development and make persuasive arguments for and against changes to the area after listening to the developers.

Most pupils' reading skills progress successfully as they move through the school. In the nursery, pupils enjoy listening to stories and, during their time in foundation phase, most develop good strategies to help them to read unfamiliar words. They use appropriate expression and pay attention to punctuation and illustrations to help them understand the story. Most pupils show interest in reading stories and non-fiction books and they enjoy discussing what they have read. Most pupils in key stage 2 develop their comprehension skills well and can skim or scan a text for specific information. Many pupils describe competently the books they have read and can explain the reasons for choosing their favourite authors.

In the nursery, most pupils develop good early writing skills and, by the end of reception, many write confidently about their activities, for example in the mud kitchen, using simple sentences. Many older foundation phase pupils write extended pieces and retell the story of a tiny seed using well-chosen descriptive phrases. By the end of key stage 2, many pupils can write well for a range of purposes and audiences. They write effective short stories for younger pupils and reports of science investigations, such as how different liquids affect how grass grows. However, too many pupils make careless errors with spelling and punctuation, and the standard of presentation of their work varies too much.

In the foundation phase, most pupils develop their numeracy skills well. In the nursery, most recite numbers to ten and back and a few count in tens with increasing confidence, linking the number to how many children are in school that day. By Year 2, pupils estimate and then calculate how many items they need to decorate a carnival mask, working out the costs of the items within a pound. They use appropriate vocabulary to describe the properties of 2D and 3D shapes and measure their height, finding out who is taller than they are.

In key stage 2, most pupils develop a secure understanding of number. They explain with enthusiasm how they work out a problem, using a helpful range of strategies. They enjoy the opportunity to challenge themselves and apply their skills to real-life tasks. For example, by the end of Year 6, most pupils can use percentages and grams to decide on the most nutritional marathon snack for Mo Farah's training diet when learning about healthy eating and exercise.

Many pupils across the school have good information and communication technology (ICT) skills. Pupils in the foundation phase use tablet computers to take accurate photographs of symmetrical objects in the outdoor environment. By the end of Year 2, many pupils create simple bar charts using ICT to record their class's most popular superhero. Most pupils in key stage 2 use a good range of data-handling skills to create databases and they interrogate them appropriately. They draft and improve their writing and create interesting presentations. By the end of key stage 2, most pupils use ICT confidently and have a secure grasp of issues around online safety.

Across the school, nearly all pupils develop good Welsh language skills and communicate in Welsh with enthusiasm. Many pupils in the nursery begin to talk about the weather and, by the end of the foundation phase, most discuss what they like to wear confidently. By Year 6, many pupils describe the weather forecast using the present, past and future tense. Many pupils write for a range of purposes using the language patterns they have learnt. For example, in Year 4, pupils produce a pamphlet to persuade visitors to come to Cardiff and, in Year 6, many can share written information on their likes and dislikes, giving simple reasons why.

Many pupils who are eligible for free school meals make strong progress from their starting points and their achievement compares well with that of other pupils by the time they leave the school.

Wellbeing and attitudes to learning: Good

Most pupils are enthusiastic about their learning and their experiences in school. Most are keen to share their work and to talk about their learning. Nearly all pupils are friendly and polite. Across the school, there are strong working relationships between pupils and staff. Year 6 pupils who are about to transfer to secondary school reflect on their primary school experience with notable warmth and appreciation. They talk with particular enthusiasm about memorable activities, such as planning and organising a stimulating trip to Tudor World in Stratford-upon-Avon.

Nearly all pupils have a good understanding of healthy eating and drinking and the importance of exercising regularly. Many enjoy participating in the wide variety of sports clubs that the school provides and speak positively about experiencing new sports, such as lacrosse and dodgeball. Pupils in the performance club participate in the end-of-year production with obvious excitement and enthusiasm. Across the school, nearly all pupils say that they know whom they can talk to if they have a concern and most speak confidently about how to keep safe online.

Pupils with positions of responsibility take their roles seriously. School council members explain how the work of these groups has contributed to improvements, such as a wider choice of healthy school lunch menus. The eco council successfully organised the 'Big Battery Collection' to promote recycling. A few pupils take a lead in worthwhile fundraising activities for local and national charities. For example, pupils learn about the lives of children in Nepal by raising funds for an international charity. Most pupils across the school develop a strong understanding of the part they can play in their local community and in the wider world.

Most pupils follow school routines well and move around the building and their classrooms sensibly. Most pupils behave well in class and show a good understanding of the school rules. Pupils in most classes respond well to the

school's developing approaches for managing pupils' behaviour, but this is more variable in a few classes. There are a few incidents of bullying, but pupils are beginning to use strategies to repair their relationships and mistakes when things go wrong. Most work co-operatively with partners or in small groups and they organise themselves responsibly when working independently.

Most pupils settle down quickly to their work and concentrate well. Many have a positive approach to activities that challenge them. For example, reception pupils persevere well when gathering small insects in their bug catchers and older pupils sustain their concentration well when producing very detailed sketches based on their study of different artists. Many pupils are beginning to discuss how they learn successfully and take increasing responsibility in improving their work.

Most pupils respond well to the strategies that the school has in place to promote good attendance and punctuality. Overall attendance has improved this year, but too many pupils continue to miss school regularly.

Teaching and learning experiences: Good

Teachers plan stimulating lessons that engage most pupils well. They take effective account of pupils' interests and topical issues, such as the need to reduce the use of plastic in the environment. Teachers enable pupils to work independently, in pairs and in groups appropriately when in lessons. Support staff provide valuable help and guidance to pupils. Teachers plan effective use of support staff skills and expertise.

All teachers and support staff know their pupils well. They develop positive working relationships with them and encourage pupils to persevere in their tasks. Teachers provide opportunities for pupils to learn from their mistakes and to understand how they can improve their work. Systems to encourage pupils to explain their work to each other are very effective. This allows older pupils to support one another to make helpful improvements. They use success criteria and evaluate their own understanding effectively in most classes. Most pupils respond to valuable advice given in their teacher's written feedback. Overall, the quality of teaching is good.

Teachers collaborate well to ensure that they plan lessons in detail. However, they do not always ensure that tasks provide increasing challenge as pupils move through the school. For example, a few tasks are too similar for pupils of different ages and there is too great a reliance on the use of worksheets in pupils' books.

Recently, teachers have reviewed the curriculum to make it more purposeful and relevant to real-life experiences. For example, in the foundation phase, pupils use their oracy skills to interview local business owners and to plan and produce a high-quality magazine about Fairwater. As a result, pupils have greater opportunities to learn at first-hand and to use skills across different subject areas. The school has effectively identified opportunities for pupils to use their literacy, numeracy and digital skills in project work. Teachers in the foundation phase make good use of the extensive outdoor environment to develop pupils' independent learning. For example, pupils learn to play skittles and to keep a tally of their scores, using their numeracy skills. Teachers provide effective opportunities for pupils to develop imaginative play linked to topics. For example, in the topic on carnivals, pupils plan their own event based on what they have learnt about carnivals in other countries.

The curriculum provides pupils with good opportunities to use ICT to enhance their learning. The school has taken part in a 'Lead Creative School' project. This has allowed pupils to develop their own radio station. They used digital skills to broadcast to parents and residents in the local hospital. Pupils also developed their own 'rap' to promote the school's vision in an innovative way.

The school's curriculum provides a range of valuable experiences for pupils to enhance their learning. There are many interesting trips and visitors to school. For example, pupils learn about the digestive system from a visiting scientist and how to keep fit from members of the GB gymnastics team. This engaged pupils' interest and helped them to gain a better understanding of how their bodies work. The school gives pupils plenty of opportunities to participate in drama, dance, art and music. For example, the end-of-term production enables pupils to perform confidently and to develop skills through storytelling and music. They also receive plenty of opportunities to learn about their local area in interesting ways, including learning about the work people do in the locality. They also study the history, traditions, myths and legends of Wales purposefully.

Care, support and guidance: Good

The school has a rigorous tracking system that staff use to monitor the progress of individuals and groups effectively. Staff have regular meetings with senior leaders to discuss pupil progress and to identify those who need additional support, for example to improve pupils' communication and literacy skills. Additional provision to support emotional and social development has a positive impact on pupils' self-esteem and confidence. Vulnerable pupils benefit from interventions to support them, including play therapy. Pupils with additional learning needs receive effective provision that helps them to make good progress. The school fosters good working relationships and partnerships with a variety of agencies and takes beneficial account of their advice.

Parents appreciate the workshops the school provides about how to support children's learning and wellbeing at home. For example, the school shared with parents the recently introduced restorative approach to managing behaviour. Helpful support for families of pupils with additional learning needs enables pupils to make good progress. Informative annual reports to parents celebrate pupils' achievements and are personal to each pupil. Staff keep parents well informed about the progress their children make during their time in the school. The school engages parents by providing opportunities to make suggestions during monthly coffee mornings with the headteacher.

Learning experiences provide good opportunities for pupils to develop their moral and spiritual awareness. For example, in the celebration assembly, pupils identify key messages from the school vision about resilience, inclusion, independence and happiness. The school promotes these values effectively through a system of rewards and incentives. The school gives pupils purposeful opportunities to learn about other cultures and to appreciate diversity. Recently introduced activities, such as circle time and restorative approaches to behaviour, provide pupils with opportunities to reflect on important issues to help them to engage in positive relationships. However, staff do not always apply agreed procedures to manage pupils' behaviour consistently from class to class.

Pupils have good opportunities to take part in cultural experiences, for instance through visits to Caldicot Castle and local museums such as the St Fagan's National Museum of History. Older pupils have the opportunity to attend a residential course at Atlantic College. A good range of extra-curricular clubs, such as gardening, chess, football and performance clubs, supplement the school's provision effectively. The school has appropriate arrangements to promote healthy eating and drinking. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The recently appointed headteacher provides strong, purposeful and effective leadership. Together with the deputy headteacher, she has quickly established a clear vision for the school based on a commitment to high standards of wellbeing and pupil achievement. She shares this vision energetically with staff, parents and governors. Pupils promote the vision innovatively through the development of a school 'rap' that encapsulates the key messages. The new leadership team structure meets the needs of the school and the changes to the curriculum well. Senior leaders have high expectations of themselves and others. All staff understand the part they play in school improvement. Support staff contribute successfully to improving pupils' standards, wellbeing and social skills.

The school has robust performance management arrangements to identify staff development needs. Nearly all members of staff benefit from a broad range of professional learning activities that address school priorities and individual development needs effectively. Most have observed teaching in other classes or schools. For example, staff visited a number of nearby primary schools in order to observe good practice in the foundation phase. They used this experience to develop the use of the outdoor environment to raise standards of achievement and wellbeing. The school responds well to national priorities. For example, staff have linked their lesson planning to the use of digital skills. The Lead Creative School project focused effectively on giving pupils the opportunity to use these skills in a real-life context when they developed their own radio station and broadcast to the local community. This has enabled the pupils involved to participate in activities to foster their self-confidence, develop their expressive capacities and encourage collaborative learning.

School leaders have established effective systems to evaluate the school's performance. Self-evaluation processes include collecting a wide range of first-hand evidence that provides leaders with an accurate picture of the school's priorities for improvement. The school's development planning benefits from clear action plans that focus on relevant success criteria. Leaders allocate responsibilities appropriately and identify the resources needed to deliver the plan well. They keep the development plans under regular review. Recent changes are beginning to impact positively on standards and the quality of provision.

The school is well resourced and leaders ensure purposeful use of the school's budget to improve provision and standards. Governors monitor expenditure prudently and consider the impact of their spending decisions. For example, they agreed to the recent developments to the outdoor environment and a programme of classroom refurbishment. These developments have improved the learning environment successfully.

The governing body has a secure understanding of the school's performance and areas for development based on useful information provided by the headteacher. They contribute well to discussions about the school's priorities for improvement. Members of the governing body offer constructive support to the leadership team in meetings and provide valuable professional expertise in specific areas of the school's work. Since the appointment of the new headteacher, they have begun to increase their own involvement in the school's self-evaluation processes. This has helped to make them better informed about the school and more able to challenge and support the school leadership. Governors provide beneficial support to the headteacher in managing the school's budget well to ensure that the school addresses local and national priorities effectively.

Leaders make very effective use of the pupil development grant to improve standards of literacy and numeracy as well as providing essential support for the emotional wellbeing of more vulnerable pupils. Purposeful interventions ensure that nearly all of these pupils make good progress from their starting points.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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