

Andrea Waddington  
Sully Primary School  
Burnham Avenue  
Sully  
Penarth  
Vale of Glamorgan  
CF64 5SU

08/04/2025

Dear Andrea Waddington

**Interim visit:** March 2025

A team of inspectors recently visited Sully Primary School to consider how the school has progressed in addressing the recommendations from its core inspection in July 2022. During the visit the team had the opportunity to observe teaching and learning, look at pupils' work and talk to pupils, staff and leaders.

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

### **Focus of visit**

#### **Strengthen teaching to ensure that it meets the needs of all individual learners**

- Leaders have strengthened the school's self-evaluation processes to focus clearly on how well teaching supports learning and how different approaches are helping pupils to make progress. There is a strong emphasis on developing independence, providing challenge and offering support that meets the needs of most learners.
- After the core inspection, leaders reviewed the teaching of literacy and numeracy to meet the needs of all learners more effectively. In mathematics, the use of hands-on resources has improved understanding, and helped to ensure that abstract concepts do not become a barrier to progress.

Estyn, Llys Aneur, Heol Keen, Caerdydd,  
CF24 5JW Ffôn: 02920 446446  
[ymholiadau@estyn.llyw.cymru](mailto:ymholiadau@estyn.llyw.cymru)  
[www.estyn.llyw.cymru](http://www.estyn.llyw.cymru)

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn, Anchor Court, Keen Road,  
Cardiff, CF24 5JW Telephone: 02920  
446446 [enquiries@estyn.gov.wales](mailto:enquiries@estyn.gov.wales)  
[www.estyn.gov.wales](http://www.estyn.gov.wales)

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- The school's focus on inquiry-based learning creates meaningful and engaging experiences for pupils. Setting inquiry questions has further improved engagement and helped pupils to connect learning to real-life contexts. Immersion days or weeks provide stimulating starting points, and foster curiosity and independent thinking.
- The consistency and quality of teaching have improved due to a strong focus on professional learning. Coaching, mentoring, and external training have enhanced staff confidence to deliver inquiry-based learning. A structured teacher toolkit supports good practice and ensures consistency in teaching and learning.
- Assessment and feedback strategies have evolved, with an increased emphasis on live marking and pupil-led success criteria. This responsive approach enables most pupils to take greater responsibility for their learning and benefit from immediate, constructive feedback.
- The school uses a broad range of assessment information to monitor pupil progress and identify areas where additional support is needed. Termly progress meetings enable staff to respond promptly to emerging needs. The school monitors the progress of pupils with additional learning needs closely against their individual development plans (IDPs) and adapts provision effectively to support their progress.
- Overall, most older pupils engage well in group work during inquiry-based learning. On many occasions, pupils successfully collaborate to solve problems. This enhances their critical thinking and communication skills and supports deeper understanding and independent learning.
- The school places a strong focus on developing pupils' resilience, to ensure they gain essential skills to overcome challenges. Effective self-assessment tools and reflective practices help pupils to think for themselves and solve problems. Well-planned classroom environments provide a supportive setting for learning.

### **Develop pupil independence, including when using the outdoors**

- Leaders have created clear plans and actions to address this recommendation and have shared them effectively with staff. Most staff understand the purpose of independent and outdoor learning and adapt their teaching approaches appropriately to support this work.
- Staff benefit from purposeful professional learning that improves their understanding of how to develop independence and outdoor learning across the school. This links well with the school's performance management processes.

- Staff have worked hard to develop their indoor and outdoor learning environments. These spaces enhance pupils' learning experiences and promote high levels of engagement in learning. The environments often support pupils to become more independent and enable them to apply their skills well to their tasks, including during bespoke outdoor learning tasks.
- Most teachers provide valuable activities in classes and outdoors that encourage pupils to work towards solving problems. These pupils explore, independently and in small groups, often encouraging and supporting each other well.
- In most classes, teachers use effective scaffolding when introducing tasks. As pupils begin their work, teachers step back to allow them to explore, experiment and show curiosity. They observe carefully how pupils learn through trial and error and how they collaborate with peers.
- Most adults know their pupils well and use purposeful questioning effectively when they feel pupils need encouragement, although in a few instances adults interrupt the learning process too soon or control the learning too rigidly.
- Nearly all pupils are highly engaged in their learning. In the youngest classes they engage enthusiastically in activities and do not move superficially between tasks. As they get older, pupils increasingly learn how they can help each other to persevere on tasks and achieve independently.

The school's/PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6732136>

Yours sincerely



**Liz Miles**

Assistant Director