



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

A report on

**Cefn Cribwr Primary School
Cefn Road
Cefn Cribwr
CF32 0AW**

Date of inspection: February 2020

by

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

About Cefn Cribwr Primary School

Cefn Cribwr Primary School is in Cefn Cribwr in Bridgend local authority. There are 183 pupils aged 3 to 11 years at the school, including 20 full-time children in the nursery. There are nine classes, including two foundation phase observation classes and a key stage 2 learning resource base, for pupils with a range of speech and general learning difficulties.

The three-year rolling average of pupils eligible for free school meals is around 18%, which is in line with the average for Wales of 18%. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. Very few pupils speak Welsh as a first language at home. The school has identified around 32% of pupils as having special educational needs. This is above the Welsh average of 21%.

The headteacher took up this post in April 2016. The school was last inspected by Estyn in January 2014.

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

The headteacher and staff have created a warm and welcoming school that nurtures its pupils well. Most pupils have positive attitudes to learning and are enthusiastic and keen to learn. A majority of pupils, including those with special needs, make sound progress overall. However, a minority do not always make enough progress, particularly in developing their literacy skills.

Teachers and learning support officers know each pupil well and respond sensitively to their individual needs. Across the school, including in the observation classes and learning resource base, teachers plan interesting activities that engage most pupils well. However, a minority of teachers do not always plan activities that meet the needs of individual pupils effectively. Overall, teachers do not reflect the principles of the foundation phase well enough.

The school engages with parents well and has established positive partnerships. It has developed beneficial links with a range of external agencies and specialist services to support pupils' individual needs where appropriate. Leaders have made improvements in standards in a few areas, such as pupils' Welsh language skills. However, overall, self-evaluation and improvement procedures do not impact well enough on improving outcomes for pupils.

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

Recommendations

- R1 Ensure that self-evaluation and improvement processes result in better outcomes for pupils
- R2 Improve the quality of teaching and assessment to ensure that all pupils build on their skills progressively, particularly in literacy and numeracy
- R3 Improve standards in literacy across the school
- R4 Ensure that the principles of the foundation phase are reflected fully in mainstream and observation classes in the foundation phase

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

The majority of pupils enter the school with skills that are in line with those expected for their age. For example, they chat confidently to familiar adults or roll out and cut playdough successfully. Over time, a majority of pupils, including those with special needs, make sound progress overall. However, a minority, including more able pupils, do not always make enough progress. In the observation classes and the learning resource base, most pupils make effective progress towards meeting their individual targets.

Throughout the school, many pupils develop their mathematical skills successfully. For example, those attending the observation 2 class add two sets of numbers up to 30 and tell the time to the hour. A majority of nursery children say numbers in order to ten and many use mathematical language in their play such as 'bigger' when playing with blocks. By the end of the foundation phase, most pupils describe properties of three-dimensional shapes successfully, such as when they explain that a cylinder has a curved face. In key stage 2, the majority of pupils make effective progress. For example, in Year 4, pupils read numbers up to 10,000 confidently and add them accurately. However, by the end of the key stage, many more able pupils do not achieve highly enough. Throughout the school, pupils develop their thinking skills and apply their numeracy skills across the curriculum suitably. For example, pupils in Years 5 and 6 use their knowledge of money to calculate a family's weekly food ration allowance when learning about the Second World War.

In the foundation phase, many pupils develop their oracy skills well. For example, nursery pupils chat confidently with each other and describe their model as they build a castle with blocks. Most pupils in key stage 2 speak confidently to adults and each other. Many are enthusiastic to share their ideas and express themselves using an appropriate range of vocabulary. For example, Year 4 pupils explain carefully how they have used recycled materials to make musical instruments.

Standards in reading vary too much across the school. In the nursery class, pupils listen well to stories and make predictions about what might happen next successfully. In the foundation phase reception class, most pupils develop their knowledge of letter sounds well. However, many pupils make slow progress in recognising simple familiar words and a few lack confidence in handling books. Despite this, by the end of the foundation phase, many pupils are becoming confident readers. They read with suitable expression and intonation and pay good attention to punctuation, for example when reading dialogue. By the end of key stage 2, many more able pupils read with suitable understanding. However, a majority of pupils in Year 6 do not read with sufficient fluency or understand what they have read fully. For example, they are unable to explain why a character has acted in a certain way.

By the end of the foundation phase, a majority of pupils write to a standard that is suitable for their age and ability. They write simple instructions, such as how to make a gingerbread person, and choose interesting words as they write about dinosaurs, such as 'sparkling' and 'herbivore'. Younger foundation phase pupils experiment with mark-making techniques successfully and many develop pencil control quickly. In

the learning resource base, more able pupils plan a story which includes key features of a character successfully. By the end of key stage 2, many pupils write for a suitable range of purposes and have a sound understanding of different types of writing. For example, when writing a character description, pupils in Year 6 include detailed physical descriptions and personal details about their chosen character. However, the standard of punctuation and spelling across key stage 2 are too inconsistent and the quality of pupils' handwriting is weak.

Throughout the school, most pupils have positive attitudes towards learning Welsh. They develop their oracy skills well as they speak in classrooms and around the school. For example, many reception pupils name colours in Welsh, and pupils in Years 1 and 2 act as television presenters as they describe the weather in places around Wales successfully. In key stage 2, pupils read familiar texts appropriately and write suitably in Welsh for a variety of purposes. For example, Year 6 pupils use the past tense to write about their holidays.

Most pupils develop and apply their information and communication technology (ICT) skills well as they move through the school. In the nursery, many pupils use tablet devices competently to take photographs. Most older pupils in the foundation phase demonstrate simple word processing skills as they create informative Santes Dwynwen posters. Pupils attending the key stage 2 learning resource base access computers effectively, for instance to use a program to find shapes with right angles. By the end of key stage 2, most pupils use word processing and media presentation packages confidently to re-draft, illustrate and present online research. For example, they create high quality media presentations to represent the Olympic values. However, overall, pupils' understanding of spreadsheets and databases is underdeveloped.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe and secure in school and know whom to talk to if they are worried or upset. Most have a strong awareness of how to keep themselves safe, including when using the internet. They recognise the importance of staying fit and healthy by eating a balanced diet and keeping active. However, many pupils do not always make healthy food choices, for example in their lunchboxes. Many pupils engage in physical activity at playtimes and attend the after-school sports clubs, including rugby and cross country.

Many pupils of all ages belong to the school's wide range of pupil representative groups. These pupils take their roles seriously and enjoy making a difference to the school. For example, members of the sports council sell hats for pupils to keep warm at playtimes and the eco council buy reusable water bottles to help reduce plastic waste and improve pupils' hydration levels. However, most of the groups are adult led and pupils do not regularly lead meetings or write their own agendas. Throughout the school, pupils often contribute to what and how they learn. For example, older pupils vote on which topic they would like to study. This has a positive impact, with most pupils showing high levels of interest and engagement in their topic work.

Most pupils behave well in classes and around the school. They move calmly between lessons and play sensibly in the playground. Most demonstrate positive

attitudes towards their work and are enthusiastic and keen to learn. This is particularly strong in the school's learning resource base. Most pupils concentrate in lessons for appropriate periods of time, relevant to their age and ability. They work co-operatively in small groups and in pairs. The majority of pupils are developing as capable, confident learners. When given the opportunity, they work independently and persevere well when faced with a challenge. However, overall, pupils' independent learning skills are underdeveloped. For example, throughout the foundation phase, pupils spend most of their time engaged in adult directed activities.

Pupils regularly raise money and support local and national charities. For example, they collect items for a local food bank. Pupils play a key role within the local community. For example, they take part in activities such as litter picks, community concerts and events. Through this work, pupils have a strong understanding of the importance of looking after people less fortunate than themselves and being an active local citizen.

Overall, the school's attendance has not improved notably the last four years and does not compare favourably with that of similar schools. However, percentages of pupils who are persistently absent have improved over recent years.

Teaching and learning experiences: Adequate and needs improvement

Across the school, including in the observation classes and learning resource base, teachers plan interesting activities and themes that engage most pupils well. For example, in the foundation phase, teachers ask pupils to explore different ways to melt ice and support them to discover which method works the fastest. The school has suitable long-term planning in place to deliver the foundation phase areas of learning and the key stage 2 curriculum appropriately. Teachers make good use of visits and visitors to enhance the curriculum. For example, pupils from the observation classes visit a local stables where they groom and ride the ponies. There is a beneficial range of after school clubs such as a digital club, netball club and a Welsh club for both pupils and parents. This provision enriches the curriculum and enables pupils to develop their interests and learn new skills successfully.

Throughout the school, nearly all teachers and support officers have positive working relationships with pupils. Overall, learning support officers engage well with pupils and work effectively within and outside the classroom to support pupils' learning well. Most teachers use a suitable range of behaviour management strategies successfully to help pupils settle quickly to their tasks and to create a calm learning environment. However, in a few classes, teachers use a limited range of approaches to support positive behaviour or do not set clear enough boundaries for pupils. As a result, in a few instances, pupils become distracted from their learning and disrupt the learning of others.

In a majority of lessons, where teaching is at its best, teachers have appropriately high expectations of what pupils can achieve. They encourage pupils to recall previous knowledge well and support them to build on prior learning effectively. However, a minority of teachers do not always plan activities that meet the needs of individual pupils well enough. This is because their expectations of pupils are either too low or unrealistically high. As a result, the rate of pupils' progress in a minority of classes is too slow.

In the foundation phase, initiatives such as 'Welly Wednesdays' enable pupils to explore the natural world and develop their thinking skills successfully. For example, pupils think carefully about which materials to use as they create a nest to protect their dinosaur eggs. However, overall teachers do not reflect the principles of the foundation phase well enough in mainstream or observation classes. For example, pupils spend the majority of their time involved in adult-directed activities. This means that pupils have limited opportunities to develop their skills and imagination through leading their own play and learning. Across the school, pupils are involved in planning activity 'adventures' for them to access independently over the week. However, in general, most teachers do not provide enough opportunities for pupils to develop their independent learning skills effectively.

A majority of teachers use questioning well to extend pupils' thinking and assess pupils' progress. They give regular verbal feedback to pupils about how well they are doing. Throughout the school, teachers are beginning to involve pupils in assessing their own learning. For example, in key stage 2, teachers prompt pupils to reflect on their numeracy skills and identify areas they find difficult. Teachers use an appropriate marking scheme in order to provide pupils with individual feedback to help them move their learning forward. However, many teacher comments in pupils' books are over complimentary and do not identify basic errors or give useful advice on how pupils can improve their work. As a result, pupils' ability to move their own learning forward is underdeveloped.

The school environment promotes the Welsh language and culture well. Most members of staff are positive Welsh language role models and encourage pupils to use Welsh in classrooms and informal situations purposefully. The school's curriculum focuses appropriately on local and national history and culture. For example, the whole school take part in a topic week to study aspects of the history and geography of the village.

In the observation classes and learning resource base, teachers plan with support assistants to provide a broad and balanced curriculum which meets the individual needs of pupils well. In mainstream classes teachers plan suitably to develop pupils' numeracy, literacy and ICT skills across the curriculum. They include skills from the literacy and numeracy framework in their schemes of work, but they have not considered well enough how to develop pupils' skills progressively across the school.

Care, support and guidance: Good

The school is a caring and inclusive environment where all pupils and adults are valued. Pupils, parents, staff and governors are very proud of their village school community. Teachers and learning support officers know each pupil well and respond sensitively to their individual needs. The school has appropriate arrangements for tracking and monitoring pupils' progress. This enables teachers to identify pupils requiring support or additional challenge promptly. The school has recently introduced one-page profiles for all pupils so that teachers can share information about pupils' individual needs with others. This work is at an early stage, so it is too early to judge its impact.

The special needs co-ordinator supports staff to monitor, review and discuss the progress of targeted pupils effectively. All pupils with special educational needs have

an individual plan that includes measurable and achievable targets which pupils work towards successfully. The school has beneficial links with a range of external agencies and specialist services to support pupils' individual needs where appropriate. For example, pupils have regular opportunities to observe, pet and get to know a visiting therapy dog. Teachers and support officers in the observation classes and learning resource base know the pupils well and work effectively with parents in order to meet their individual needs successfully. They use detailed systems to track and record pupil progress and, as a result, pupils make good progress towards their targets. Many pupils in the observation classes and learning resource base integrate well into mainstream for designated periods of time and a few pupils are fully integrated into these classes by the time they leave school.

The school engages with parents well and has established positive partnerships. For example, nursery parents visit the school regularly for 'Rhyme Time' activities with their children. The headteacher provides parents with useful weekly updates on school events, curriculum, visits and community-based events. Annual reports to parents are informative and demonstrate teachers' detailed knowledge of individual pupils.

The school has appropriate arrangements to promote healthy eating and drinking. A range of physical education sessions and a variety of extra-curricular activities, such as rugby and netball, provide worthwhile opportunities for pupils to enjoy the benefits of a healthy lifestyle and to represent their school.

The staff provide all pupils with suitable opportunities to take on additional responsibilities. For example, digital leaders provide support for other pupils during ICT lessons. Staff encourage members of the Criw Cymraeg to take ownership for promoting the Welsh phrase of the week on the school social media account. However, overall, adults take the lead in these groups and this limits the opportunities for pupil to develop their leadership skills effectively.

Partnerships with the local community are successful. For example, a local assembly member for Bridgend visited the school to support the provision of a new learning resource base, and the community raised considerable funds towards the project.

The provision to develop pupils' understanding of spiritual, moral, social and cultural issues is effective. The school promotes respect and tolerance and celebrates diversity successfully through whole-school topics, such as Divali. Pupils develop a broad understanding of world religions well through an appropriate range of planned activities. Acts of collective worship make a suitable contribution to pupils' spiritual and moral development and promote the ethos of the school as a community well.

The school provides a suitable range of opportunities for pupils to develop their creative skills. For example, pupils in foundation phase 2 create detailed dinosaur models from clay or design an imaginative 'sockosaurus' puppet. A few pupils have the opportunity to work with a local artist to design a mural about the local community which decorates a school corridor.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Adequate and needs improvement

The headteacher has a clear vision for the school to provide pupils with good opportunities within a supportive village school community. He shares this vision effectively with staff, governors, parents and pupils. The headteacher and staff have successfully created a warm and welcoming school that nurtures its pupils well.

The headteacher is committed to developing staff leadership responsibilities throughout the school. He has extended the leadership team suitably to build capacity and to meet the challenge of developing the school curriculum now and in the future. The headteacher has given these responsibilities to staff teams and they are beginning to work together to evaluate current practice and think about how they might plan new learning opportunities.

Governors have a sound understanding of the school's priorities and are proud of its community-based ethos and vision. Over the past few years, governors have worked well to strengthen this. For example, this year, the community and school collaborated in a 'Cefn history' project. Governors provide appropriate levels of challenge to the school and its leaders. They seek pupils' views during regular visits where they discuss the work they are doing. This provides useful information for the school, for example on the value of teachers' written feedback.

The school has a suitable programme of self-evaluation and improvement processes. This includes data analysis, classroom observation and meeting with pupils to discuss their work. These activities provide the school with a suitable understanding of the overall strengths in teaching and learning. For example, the school has identified the need to improve provision for Welsh language, written assessment, independent learning and handwriting. This has resulted in improvements in a few areas, including pupils' Welsh language skills. However, overall, self-evaluation and improvement procedures do not have a strong enough impact on improving outcomes for pupils. Leaders place too much emphasis on monitoring the implementation of strategies rather than focusing on evaluating their effectiveness. As a result, leaders do not assess the impact of their work effectively enough.

Leaders support staff appropriately to develop their knowledge and expertise through in-house training, collaborative activities with other schools and external professional learning. For example, teachers and support officers who work with pupils who have special needs access a beneficial range of training opportunities. This has a positive impact on the provision they offer their pupils, such as improving their skills in using a language communication programme and a commercial numeracy scheme. Performance management priorities and professional learning are appropriately based on school, national and personal needs.

Leaders and governors manage the school's resources suitably. Across the school there are sufficient staff to support the needs of pupils and the curriculum efficiently. Most classrooms and learning areas are appropriate and welcoming. The outdoor learning environment in the nursery provides beneficial opportunities for pupils to develop their physical skills and explore the natural world. However, overall, the learning environment for all foundation phase classes does not support the principles of the foundation phase curriculum well enough. As a result, effective continuous provision indoors and outdoors throughout the foundation phase is underdeveloped.

The headteacher and governors manage the budget appropriately to support provision. The pupil development grant is suitably targeted to support pupils who are eligible for free school meals. This has had a positive impact such as improving the wellbeing and attendance of these pupils.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

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

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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