



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

**A report on**

**Ysgol Gynradd Creigiau Primary School**

**Tregarth Court  
Creigiau  
CF15 9NN**

**Date of inspection: November 2024**

**by**

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

**This report is also available in Welsh.**

## About Creigiau Primary School

|   |                                       |
|---|---------------------------------------|
| Name of provider  | Ysgol Gynradd Creigiau Primary School |
| Local authority   | Cardiff Council                       |
| Language of the provider  | English and Welsh                     |
| School category according to Welsh-medium provision   | Category 2 – dual language            |
| Type of school  | Primary                               |
| Religious character   | N/A                                   |
| Number of pupils on roll  | 367                                   |
| Pupils of statutory school age  | 279                                   |
| Number in nursery classes   | 36                                    |
| Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i><br><i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%)</i> | 6.8%                                  |
| Percentage of statutory school age pupils identified as having additional learning needs (a)<br><i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)</i>                      | 2.9%                                  |
| Percentage of statutory school age pupils who speak Welsh at home   | 16.1%                                 |
| Percentage of pupils with English as an additional language   | 2.3%                                  |
| Date of headteacher appointment   | 01/09/2015                            |
| Date of previous Estyn inspection (if applicable)   | 06/03/2017                            |
| Start date of inspection  | 18/11/2024                            |

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school

## Summary

The school is an extremely caring and familial community that is an important part of its community. Pupils feel happy and safe there, knowing that there are always adults they can talk to if they have any concerns. All staff have high expectations in terms of behaviour. As a result, nearly everyone behaves excellently at the school.

The headteacher, with support from the deputy headteacher, leads the school effectively. Teachers and assistants work together successfully to provide an interesting curriculum for pupils. As a result, most make sound progress in developing their literacy, numeracy and digital competence skills, in addition to other skills.

Most pupils like to learn and persevere well with their tasks. They try to find their own solutions before turning to adults for support.

Teachers and assistants teach pupils successfully about the differences that exist between people. This means that nearly all pupils come to understand that there are people in the world who are different from them.

Staff give pupils many opportunities to make decisions about their learning and about other aspects of school life. They provide opportunities for older pupils to support their younger peers completely naturally, such as welcoming them to school in the morning or organising purposeful playground games for them. This encourages them to be caring towards each other.

Leaders know the school well and know what works well and what needs to be improved. They put successful arrangements in place to improve these things. Governors support and challenge leaders appropriately. They visit the school regularly to observe sessions and talk to pupils and staff. They also receive regular reports from the headteacher, which also helps them to understand what is happening in the school. They manage the school's resources sensibly, encourage pupils to come to school regularly and make sure that everyone is safe there.

## Recommendations

There are no specific recommendations arising from this inspection.

## What happens next

The school should continue its improvement journey; there are no specific recommendations relating to this inspection.

## Main evaluation

The school is an extremely caring, inclusive and familial community that is a core part of its local community. Pupils feel happy and safe there, knowing that there is always someone with whom they can share any worries or concerns they may have. Staff have high expectations in terms of behaviour and respond promptly to any alleged bullying or misconduct. The learning environment is colourful and stimulating for pupils. Nearly all pupils trust the staff, behave excellently and are proud to be part of the school's homely community. The school's procedures to ensure that pupils attend school regularly are also sound.

The headteacher is an experienced and extremely effective leader who sets high expectations for staff, pupils and herself. With the firm support of the deputy headteacher and other leaders, she provides an interesting curriculum, a homely culture, an inclusive ethos and a successful strategic direction for the school, which has a positive and direct effect on improving pupils' learning and well-being. As a result, most pupils, including those with additional learning needs, English as an additional language and those affected by poverty make sound progress in their literacy, numeracy, digital competence and wider skills.

The school's motto is 'Together we stand', which reflects the familial and supportive element across the two language streams, where everyone respects and supports each other continuously. The school's values are clear and based on providing pupils with a holistic and purposeful education. This fosters and develops independent and confident learners who are ready to take risks without fear of making mistakes.

The teaching team, namely the teachers and assistants, work together very successfully to plan and provide a broad and rich curriculum for pupils based on learning through inquiry. This sparks their curiosity and their firm commitment towards their learning. To stimulate learning, teachers set inquiry questions at the beginning of each theme. They also organise visits to places of interest and hold stimulating workshops by visitors to enrich the experiences for pupils. They have a thorough knowledge of pupils' needs and provide for them purposefully and effectively. This is one of the school's strengths.

The teaching team also supports most pupils' creative development skilfully. They encourage pupils to take part in a range of creative activities such as plays, a choir and artwork. They make imaginative use of the garden, which is a rich medium for developing a wide range of skills, such as role playing and oral communication.

### Spotlight: Imaginative use of the school garden

Staff have developed the garden very creatively and successfully to enrich provision and promote pupils' creativity. For example, the pirate ship and castle spark pupils' imaginations to play an imaginative role in the context of their current theme. This fosters their curiosity and creativity and encourages them to converse completely naturally while persevering with their outdoor tasks.

Most pupils develop very positive attitudes to learning. They persevere well when faced with new tasks or challenging activities. They develop as successful

independent learners and try to find a solution themselves before turning to adults for support.

The teaching team develops pupils' spiritual, moral, social and cultural awareness successfully. By discussing principles such as rights, fairness and respect, most pupils develop a sound understanding of other views and values and learn that not everyone is the same as them. The teaching team has developed constructive and effective plans to promote and develop pupils' understanding of different religions and cultures. They discuss similarities and differences between people with pupils and present elements of different cultures and beliefs, beginning with Welsh culture, methodically within provision. As a result, nearly all pupils develop a sound knowledge and understanding of the diverse nature of society.

### **Spotlight: Mapping information about different cultures and beliefs methodically and constructively across the curriculum**

Staff have mapped information about different cultures and beliefs methodically and constructively across the curriculum to ensure that it permeates the whole life and work of the school naturally. As a result, pupils from different backgrounds are happy that the school celebrates their culture and customs in turn.

The school tracks pupils' progress successfully. It coordinates extremely effective support for the few pupils with additional learning needs (ALN). Under the guidance of the co-ordinator, who has a sound understanding of effective procedures to address a range of learning and well-being needs, the teaching team provides inclusive and suitable provision for pupils who need it.

The pupil's voice has been established firmly and has a direct influence on the school's work in the classrooms and through various councils. Members of the school council, for example, have found a variety of ways to promote positive behaviour. This has had a positive effect on pupils' behaviour across the school.

An excellent feature of the school's work is the way in which it provides opportunities for older pupils to support their younger peers. They welcome them to school in the morning, help them in the lunch hall and organise purposeful playground games for them. This fosters robust personal and social skills in all pupils. Staff prepare pupils successfully for the next steps in their learning. They give them opportunities to respond to their feedback on their tasks and provide them with numerous opportunities to settle quickly when they move classes and prepare them thoroughly to transfer to the secondary sector in due course.

Leaders have robust and successful procedures to evaluate the school's strengths and areas for improvement. They consider the outcomes of these procedures to set sensible priorities to drive improvement. The school's improvement procedures are detailed and prioritise the correct issues. The school has a successful track record of continuous improvement which has had a positive effect on pupils' learning and well-being over many years. For example, its strategies to improve pupils' standards of oracy have succeeded in creating individuals who not only speak confidently but also write in an interesting and creative manner.

Leaders ensure that staff are given beneficial professional learning opportunities that improve the quality of their teaching and enable them to fulfil their roles successfully. They promote national priorities continuously, including the advantages of speaking Welsh. This has a positive effect on the attitudes of pupils in both streams towards the Welsh language and is beginning to have a positive effect on the Welsh-speaking skills of those in the English stream.

Governors support the school successfully and hold staff to account sensibly, where necessary. By observing sessions, talking to pupils and staff and by receiving regular reports from the headteacher, they have a sound understanding of standards and provision. This enables them to work effectively with the headteacher to set priorities for improvement. They manage the school's resources sensibly and intelligently, promote a high attendance rate continuously and ensure that there is a strong culture of safeguarding.

### **Additional information**

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

The school's arrangements for management of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

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

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

## Appendix 1: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

|               |                          |
|---------------|--------------------------|
| nearly all =  | with very few exceptions |
| most =        | 90% or more              |
| many =        | 70% or more              |
| a majority =  | over 60%                 |
| half =        | 50%                      |
| around half = | close to 50%             |
| a minority =  | below 40%                |
| few =         | below 20%                |
| very few =    | less than 10%            |

## Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales>)

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

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

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**This document has been translated by Trosol (Welsh to English).**