



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Gymunedol Croesgoch
Llanrhian Road
Croesgoch
Haverfordwest
Pembrokeshire
SA62 5JT**

Date of inspection: June 2012

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Ysgol Gymunedol Croesgoch is in the small village of Croesgoch between St. David's and Fishguard. The school serves an extensive rural catchment, which was extended recently as a result of school reorganisation in the area.

The school was opened in 1966. During 2010, there was substantial investment by the Welsh Government and Pembrokeshire County Council in developing the school building and improving the teaching and learning environment.

There are currently 140 pupils between 3 and 11 years of age at the school, including 18 part-time nursery pupils. A significant number of pupils have joined the school over the past two years as a result of rationalisation. The school started part-time nursery provision in January 2011. The school has five classes, three of which are mixed-age classes.

The school considers the area it serves to be neither particularly prosperous nor economically deprived. The percentage of pupils entitled to free school meals has increased from 8% to 16% over the past two years. About 26% of pupils have additional learning needs, which is higher than the national average, and one pupil has a statement of special educational needs.

Most pupils come from homes where English is the main spoken language, seven per cent of pupils are from Welsh-speaking homes and a further two per cent speak English as an additional language. English is the main medium of teaching and learning. Most pupils are taught Welsh as a second language, but 15% pursue the curriculum through Welsh as their first language.

The individual school budget per pupil for Ysgol Gymunedol Croesgoch in 2011-2012 means that the budget is £3,689 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £5,323 and the minimum is £3,000. Ysgol Gymunedol Croesgoch is 18th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- most pupils make good progress during their time in school;
- the behaviour and attitudes to learning of nearly all pupils are excellent;
- the inclusive ethos of the school and the high quality of care, support and guidance have a very positive impact on pupils' standards, self-esteem and wellbeing;
- teaching is generally good throughout the school;
- the high quality of support provided by learning support staff makes a significant contribution to the quality of pupils' learning;
- teachers provide good learning experiences for pupils; and
- the partnerships with a range of specialist services are well established and provide good support for pupils.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides very strong leadership and effective management of the school;
- the whole staff have a shared vision for the future of the school and work well as a team;
- self-evaluation and planning for improvement are effective;
- the school uses information about pupil progress effectively to track and target improvements in pupils' progress; and
- governors are well informed about the overall performance of pupils and support the school well.

Recommendations

In order to improve, the school needs to:

- R1 improve the percentage of pupils who gain higher levels of attainment;
- R2 improve boys' performance, especially in writing;
- R3 raise standards achieved by pupils in numeracy;
- R4 improve planning in key stage 2 to ensure development of skills across all areas of the curriculum; and
- R5 further develop assessment for learning to develop pupils' ability to improve their own work.

What happens next?

The school will draw up an action plan, which shows how the school is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils achieve the expected levels at the end of key stage 1 and key stage 2. A minority of pupils do not achieve as well as they could, especially at the higher than expected levels.

Most pupils achieve good standards in speaking and listening. Pupils in the Foundation Phase listen well, take it in turns to speak and readily explain ideas to their friends. In key stage 2, pupils make reasoned arguments and contribute well to class discussions.

Most pupils in reception can identify initial sounds and a majority can build up simple three-letter words. By the end of the Foundation Phase, many read suitable texts well. In key stage 2, many pupils read well and have a range of strategies to work out unfamiliar words. They are able to discuss favourite authors and books and know how to use books to find information. Group intervention sessions in reading have improved many pupils' standards, especially boys. A majority of pupils in key stage 2 read at a level above their chronological age.

Pupils make good progress in developing their writing skills. By the end of the Foundation Phase, the majority of pupils spell simple words accurately, and use their phonic knowledge to make good attempts at new words. Many can write short pieces, but they do not write at length enough. By Year 6, many pupils produce work of a good standard for a wide range of purposes. Pupils' planning skills and knowledge of spelling patterns are well developed. Presentation of work and handwriting are generally of good quality.

Across the school, all pupils speak Welsh regularly as part of their daily routines. By the end of key stage 2, many pupils who study Welsh as a first language achieve well. Pupils who study Welsh as a second language use a range of phrases appropriately and respond well to questions. By the end of key stage 2, standards in Welsh as a second language are good with a minority being very good.

In key stage 1, pupils' performance at the expected level (level 2) is generally in line with that of the family of schools. Performance at the higher than expected level (level 3) in key stage 1 is variable, with pupils performing better in English and science than in mathematics.

In key stage 2, pupils' performance at the expected level (level 4) has generally been around the average for the family of schools. Pupils' performance in Welsh as a first and second language is well above national averages. Performance at the higher level (level 5) in key stage 2 has generally compared well with that of the family in all three core subjects over the past three years, until 2011 when it was below average. Pupils perform better in English, Welsh and science than in mathematics.

In key stages 1 and 2, girls perform better at the expected levels than boys in all subjects. Boys perform better at the higher levels in mathematics in key stage 1 and in science in key stage 2.

Pupils with additional learning needs make good progress and most achieve very well according to their age and ability. All pupils with English as an additional language achieve well.

Pupils entitled to free school meals perform well when compared with other similar pupils in the family, local authority and Wales.

Wellbeing: Good

Nearly all pupils feel safe in the school and understand the importance of healthy eating and living. Many pupils participate in a wide range of extracurricular sporting activities.

Nearly all pupils are well motivated, concentrate well in lessons and take pride in their work. The behaviour of nearly all pupils is exceptional. Pupils work well together to solve problems and their ability to improve their own learning is developing well.

The school council is well established and pupils' views are listened to and acted upon. The school council is proactive in developing a number of projects and has a positive impact on improving school policies and procedures.

Pupils' attendance rates often have not compared well with those of other similar schools over the past years. The school has effective strategies in place that have improved attendance this year, which is near to the family average and above the national average.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provide pupils with a good range of engaging learning experiences, which develop their skills and knowledge effectively. Teachers plan well for skills development in the Foundation Phase, but in key stage 2 they do not yet plan thoroughly enough in some areas of the curriculum for the development of literacy, numeracy and subject-specific skills. Many tasks present an appropriate degree of challenge for pupils of different abilities. There is a good range of extra-curricular activities and visits to enhance pupils' learning experiences.

The use of the local community to enrich pupils' learning experiences is an outstanding feature of the school. Many local experts, such as artists, historians, community members and local businesses, visit the school regularly to undertake various stimulating projects with the pupils. This has had very positive effects on pupils' standards in various areas and has also resulted in families working and learning together. Their outcomes are celebrated and can be seen around the school. These include pupils' individual local history projects, several art works of high quality, a published school recipe book, and a school vegetable garden.

Teachers plan well for developing pupils' Welsh language skills throughout the school. Pupils have many opportunities to learn about their locality and Y Cwricwlwm Cymreig to raise their awareness of the history and culture of Wales.

The school has good provision for education for sustainable development and global citizenship. As a result, many pupils have a secure understanding of environmental and global issues.

Teaching: Good

Teachers use a wide variety of strategies and resources to stimulate pupils' interest. There are very good working relationships between teachers, support staff and pupils. Staff provide pupils with models of good language and manage pupils' behaviour well in all classes. There is a good pace to most lessons. In a few cases, teachers do not challenge pupils sufficiently and their expectations of pupils are too low.

The school has efficient systems for tracking and recording pupils' progress. Staff analyse assessment data effectively to identify trends and to target additional support for pupils. There are effective moderation procedures at school and at cluster levels that support the accuracy of teacher assessments.

Teachers are beginning to use assessment for learning strategies effectively. They share lesson outcomes and success criteria with pupils, but oral feedback during lessons does not always focus enough on them. Teachers encourage pupils to set their own targets and assess their own progress and the work of others. This is starting to have a positive impact on their understanding of the next step in their learning. Teachers' marking of pupils' work is consistent and informs pupils appropriately of what they need to do to improve. However, pupils do not get enough opportunities to redraft and improve their written work.

Reports to parents are informative and parents have good opportunities to discuss their child's progress.

Care, support and guidance: Good

The school is a happy, caring community where adults and pupils show respect for each other. Nearly all pupils are confident to approach staff for guidance and feel that the school deals effectively with bullying. Effective policies and arrangements are in place for promoting healthy living and pupils' wellbeing through classwork and a range of extra-curricular activities.

The comprehensive range of learning experiences and opportunities provided by the school promote the spiritual, moral, social and cultural development of all pupils successfully.

The school works well with a wide range of specialist services and provides effective support for pupils and parents.

The school has procedures and has an appropriate policy for safeguarding.

Provision for pupils with additional learning needs has very good features. Early identification of additional needs ensures that all pupils receive suitable support throughout the school. Individual education plans are regularly reviewed with parents.

Learning environment: Good

The school is an inclusive, caring community where all pupils are valued and treated equally. There is a clear emphasis on recognising and celebrating the achievements of every child. All pupils have access to the full range of the school's provision.

The school is newly built and accommodation is of a very high standard. Its buildings and grounds are very well maintained. The internal decor has colourful displays which celebrate pupils' work and create a stimulating learning environment. Staff use the outside areas effectively to enhance and extend pupils' learning experiences. There is a good supply of suitable resources in all classes, which pupils can access easily.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher provides very effective leadership and management of the school. She has a clear vision for the school that the governing body, the senior management team and all staff share. There is a strong sense of teamwork among all staff.

Regular staff and leadership team meetings focus well on school improvement issues. There is a clear management structure and staff roles and responsibilities are well defined. Performance management arrangements focus effectively on school development priorities and lead to valuable professional development for teachers.

The governing body supports the school strongly and is well informed about the overall performance of pupils. It takes an active role in school self-evaluation and development planning and is effective in its financial management of the school. Governors provide appropriate challenge and hold leaders and managers to account where relevant. They visit the school regularly to discuss their areas of responsibilities, which include participating in the school's professional learning community for reading.

The school takes good account of national priorities, such as promoting the bilingualism of pupils, the Foundation Phase and addressing the underachievement of boys. Assessment for learning is developing well.

Improving quality: Good

The process of self-evaluation is well established and incorporates evidence from a wide range of sources. These include data analysis, regular lesson observations, scrutiny of planning and pupils' work, and listening to learners and parents.

Governors produce effective reports on their areas of responsibility. The head and senior management team play an effective role in promoting an ethos where staff readily evaluate their own performance.

The self-evaluation report is detailed and provides an accurate overview of the school's strengths and areas for improvement. Self-evaluation findings feed effectively into the school development plan, which is a detailed document focused well on pupil outcomes. It contains relevant targets and success criteria and allocates responsibilities and funding for its implementation effectively.

There are two internal professional learning communities in place, in relation to improving boys' reading and promoting improvements in numeracy. The reading community includes representatives of all staff and governors and has already improved the reading skills of targeted pupils. Classroom assistants are also very active and effective in this work.

Partnership working: Good

The school works well with a wide range of partners and this is contributing well towards good learning and wellbeing.

Communication between the home and school is very effective and parents feel well informed about school life and their child's progress. Information booklets and workshop sessions provide parents with valuable information on how to help their child with reading and numeracy and on preparing children for school. Parents are very supportive of the school and often contribute to pupils' learning experiences through visits to the school and sharing of vocational experiences.

The school links with the community are of high quality. These links are used effectively as a resource in developing pupils' knowledge and skills. Members of the community are regularly invited into school to work with pupils on aspects of topic work.

There are strong links with the feeder Cylch Meithrin and with secondary schools, which ensure the smooth transition of pupils. There are good links with other primary schools, particularly in moderation activities, to ensure consistency of assessment.

Resource management: Good

The school has a sufficient number of suitably qualified staff to teach the curriculum effectively and an appropriate number of classroom support assistants. The school is very well equipped and resourced.

Staff and pupils use the available resources well and make good use of the school buildings and grounds. Teachers and support staff work well together as a team. They all have good opportunities for continuing professional development.

There are clear and effective processes for financial management in place with an appropriate balance between the responsibilities of governors and those delegated to the head and staff. Pupils achieve good standards overall. The school provides good value for money.

Appendix 1

Commentary on performance data

Pupils' performance at key stage 1 at the expected level (level 2) generally compares well with that of the family of schools in the same free school meal band. In 2010-2011, pupils' performance was in line with the average for the family in mathematics and science but lower in English. The proportion of pupils achieving the core subject indicator has been above the family of schools average, until 2011 when it dipped.

In comparison with results in the school's family, in key stage 1, pupils' performance in the core subject indicator was in the lower 50% in 2009 and the higher 50% in 2010, but fell to the lowest 25% in 2011. In English, pupils' performance has been in the lower 50% for three years. Performance in mathematics was in the higher 50% in 2009 but has been in the lower 50% for the past two years. Pupils' performance in science at the expected level was in the highest 25% in 2009, the lowest 25% in 2010 and the lower 50% in 2011.

Performance at the higher than expected level (level 3) in key stage 1 has been variable, with pupils generally performing better in English and science than in mathematics. In comparison with the results of schools in the same family, performance in English and science was in the lower 50% in 2011 and in the lowest 25% in mathematics.

In key stage 2, pupils' performance at the expected level (level 4) has generally been around the average for the family of schools for the past three years. In 2010-2011, pupils performance at the expected level (level 4) was higher than the family average in the core subject indicator and English and close to the average in mathematics and science. Performance at the higher level (level 5) was lower in all subjects.

In comparison with the results of other schools in the same family, performance in English and the core subject indicator in key stage 2 has been variable, with pupils' performance in the highest 25%, the lowest 25% and the lower 50% over the last three years. Pupils' performance in Welsh as a first language has been consistently good and performance in Welsh as a second language has been higher than the national average for the past two years. In comparison with the results of other schools in the same family, mathematics, performance was in the higher 50% in 2009 but has been in the lower 50% for the past two years. In science, performance was in the highest 25% in 2009 and the lower 50% in 2010, dropping to the lowest 25% in 2011.

Performance at the higher level (level 5) in key stage 2 has compared generally well with that of the family in all three subjects over the past three years until 2011, with pupils performing better in English and science than in mathematics. Pupil performance in 2011 was in the lowest 25% for English and mathematics, and the lower 50% for science.

Pupils entitled to free school meals generally perform well when compared with other similar pupils in the family, local authority and Wales.

In key stage 1 girls consistently perform better than boys in all subjects except mathematics at the higher level (level 3). The difference in performance has usually been similar to the average gap for the family, until 2011 when the gaps for writing and especially oracy were larger.

In key stage, 2 girls perform better than boys in all subjects except science at the higher level (level 5). The differences in performance in oracy, reading, mathematics and science are larger than the average gap in performance for the family with the gap for writing significantly larger.

Appendix 2

Stakeholder satisfaction report

Seventy-two pupils completed the learner questionnaires. Their responses are more positive than those of other pupils in Wales.

All pupils:

- feel safe in school;
- know whom to talk to if they are worried or upset;
- feel that teachers and other adults in the school help them to learn and make progress;
- know what to do and whom to ask if they find work hard;
- think that they have enough books equipment and computers to do their work; and
- say that they have plenty of opportunities to get regular exercise.

Nearly all pupils:

- feel that the school deals well with any bullying;
- say the school teaches them how to keep healthy;
- feel that they are doing well at school;
- say that other children behave and they can get their work done in class; and
- say that nearly all children behave well at playtime and lunchtime.

There were forty-two responses to the parent questionnaire. Their responses are generally in line with or more positive than those of other parents in Wales.

All those who responded agree that:

- teaching is good;
- staff expect their child to work hard and do his/her best;
- their child is safe at school;
- the school helps their child to become more mature and take on responsibility; and
- their child is well prepared for moving on to the next school.

Nearly all those who responded are satisfied with the school and feel that it is well run. They also feel that pupils behave well in school and that staff treat children fairly and with respect. They say that their child likes school and was helped to settle in well when he or she started at school. They think that their child is making good progress and receives appropriate additional support in relation to any particular individual needs. They also think that the homework that is given builds well on what their child learns in school. They feel comfortable approaching the school with suggestions, questions or problems.

Many parents feel well informed about their child's progress and say that the school provides good range of activities and trips. Many also feel that their child is encouraged to be healthy and to take regular exercise.

Most parents say that they understand the school's procedure for dealing with complaints.

Appendix 3

The inspection team

Stella Gruffydd	Reporting Inspector
Gareth Wyn Jones	Team Inspector
Veronica Williams	Lay Inspector
Luisa Munro-Morris	Peer Inspector
Jayne Evans (Headteacher)	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	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 four key stages cover the following year groups:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.