



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

**Report following monitoring
Level of follow-up: Estyn review**

**Crossgates C.P. School
Grounds of Crossgates CP School
Crossgates
Llandrindod Wells
Powys
LD1 6RE**

Date of visit: June 2018

by

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

Outcome of visit

Crossgates Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

Progress since the last inspection

R1. Raise standards of writing, problem solving and reasoning skills in key stage 2

The school has introduced a wide range of new approaches to teach writing. Teachers have changed their medium-term plans to highlight opportunities for pupils to write both in English lessons and in other subjects. They have also visited other local schools to view good practice in the teaching of writing and taken part in useful training about how to teach writing skills effectively. As a result of these actions, the school now teaches writing skills more regularly and skilfully. Throughout key stage 2, pupils write for a variety of purposes and audiences using correct structure and layout. For example, pupils in Year 3 write interesting recounts of their trip to St Fagans and in Year 6 produce detailed and informative crime reports. Most pupils spell accurately and use a range of appropriate punctuation. More able pupils in particular use imaginative vocabulary and varied sentence starters to engage the reader well. Many pupils develop a cursive handwriting style. However, a minority of older pupils do not always present their work with enough care.

In all key stage 2 classes, pupils take part in weekly problem solving and reasoning activities. Teachers link this work to real-life situations to enable pupils to use their numeracy skills in worthwhile contexts. In addition, teachers organise numeracy rich tasks each term and an annual enterprise week. These provide pupils with additional meaningful opportunities to apply their numeracy skills in different situations. As a result of these changes, most pupils have improved their ability to use their numeracy skills to solve problems. For example, pupils in Year 5 use their knowledge of time to answer questions on bus timetables accurately and in Year 4 they correctly calculate the cost of different combinations of fidget spinners using addition and subtraction of money confidently. Many older pupils organise their work independently in a systematic and logical way. They have the skills to solve multi-step problems by breaking tasks down and explain the reasons behind their approaches well, using clear mathematical language.

R2. Improve the standards of Welsh oracy across the school

Across the school, teachers provide beneficial opportunities for pupils to practise their Welsh oracy skills. They model effective use of the Welsh language in their instructions and questions to pupils during lessons. The school's scheme of work

provides staff with clear guidance about the language patterns and vocabulary pupils need to learn as they progress through the school. As a result, most pupils use a suitable range of patterns and vocabulary when speaking Welsh in different situations with increasing confidence.

By the end of the foundation phase, most pupils ask and answer simple questions competently. They use a suitable range of vocabulary and have a sound understanding of language patterns to create dialogues describing how they feel and to discuss the weather.

Most pupils make good progress in improving their Welsh oracy skills as they move through key stage 2. They are confident speaking Welsh in everyday situations. They hold conversations in Welsh with each other and adults, using an extensive range of vocabulary, including connectives. They apply their knowledge of how to speak in different tenses to ask and answer questions, for example about their hobbies and interests. Most pupils in Year 6 use accurate pronunciation and demonstrate sound understanding when reading a variety of texts aloud. Members of the school's 'Cryw Cymraeg' promote the use of Welsh in the playground successfully. For example, they have introduced useful 'Dewi Dragon' blackboards for pupils to write Welsh phrases and they teach Welsh oral games to pupils during their lunchbreaks.

R3. Plan better opportunities for pupils to use their literacy and numeracy skills progressively across the curriculum

Teachers' planning for pupils to apply their literacy and numeracy skills across the curriculum is developing successfully. Long-term planning identifies regular opportunities to develop pupils' literacy and numeracy skills and builds on pupils' prior learning well. In general, teachers develop pupils' skills systematically and progressively. As a result, the quality and quantity of pupils' literacy and numeracy work has improved notably, especially pupils' extended writing and problem solving skills.

Interesting and engaging enrichment tasks enable most pupils to write confidently for a range of purposes. For example, Year 6 pupils write knowledgeably about Arctic animals as part of their topic work on the frozen kingdom. Many more able pupils in key stage 2 use paragraphs and redraft their work well to improve its quality when writing about the 'mine busters' as part of their history work on Welsh coal mines. They engage the reader well with an emotive account of what life was like, choosing their words carefully to create atmosphere.

Teachers use a range of real-life opportunities, such as the school's annual 'Enterprise Week' to provide pupils with high quality, relevant experiences to further develop and apply their literacy and numeracy skills independently. During last

year's project, each class made a product to sell, complete with a logo, and pitched their ideas to the whole school during assembly. They calculated production costs and profit margins accurately.

Teachers plan a suitable range of interesting opportunities for pupils to use their numeracy skills in other subject areas. For example, foundation phase pupils use their problem solving skills well to work out if they have enough seats on the bus, adults to look after them and snacks for the journey, as part of planning for their trip to Borth. Year 3 pupils use their knowledge of addition and subtraction, to work out the costs when planning a healthy meal. They use this information to decide which supermarket offers the best value. Older pupils in Years 5 and 6 calculate the angles of different shaped vegetable beds to fit in their allotment accurately. However, on occasions there are missed opportunities for key stage 2 pupils to apply their numeracy skills in their geography, history and science work.

R4. Improve planning to ensure consistent challenge for pupils of all abilities, especially those who are more able

Across the school, teachers' planning demonstrates a clear understanding of how to match activities to the ability of all pupils. As a result, teachers plan lessons that challenge all groups of pupils well. There are regular opportunities for pupils to work independently, without overly structured input from adults. Teachers' expectations of the level of work that pupils are capable of achieving has risen. This has helped pupils to make good progress in the development of their skills, knowledge and understanding.

Teachers encourage pupils to use and apply their thinking skills well across different areas of learning. For example, they engage and challenge more able pupils through initiatives such as their weekly 'genius hour'. Teachers encourage pupils to apply their thinking skills and to be inquisitive and creative, for example when making a musical instrument or movie about the sea, or writing to a famous author to ask about their writing process.

In general, teachers' feedback focuses appropriately on developing specific skills and pupils respond well to written and oral feedback to improve or refine their work accordingly. Many pupils have a clearer understanding of what they need to do in order to improve and have regular opportunities to do this across different areas of learning. Planning for writing across the school provides all pupils with worthwhile opportunities to write in different forms. These include newspaper reports, fact files and poetry. Pupils that are more able structure their writing well, making good vocabulary choices to engage the reader.

R5. Sharpen self-evaluation and improvement planning processes so that they are effective in raising standards of teaching and learning

Leaders have introduced a detailed annual cycle of monitoring activities to enable them to gain a clear picture of the school's strengths and areas to improve. These include regular learning walks, the scrutiny of pupils' work and teachers' planning and talking to pupils. Activities link well to improving standards of teaching and learning. Leaders use the findings of this work to identify the school's strengths and areas for improvement. For example, following the scrutiny of pupils' work, leaders and governors identified the need to improve the quality of pupils' peer assessment. As a result, following training, older pupils now provide their peers with more accurate feedback on their work, which is useful in identifying how they can improve their performance.

As a result of improvements in the school's self-evaluation work and improvement planning, the school has successfully raised standards of teaching and learning. For example, teachers now provide pupils with regular worthwhile opportunities to use their literacy and numeracy skills in other subjects and the standard of pupils' writing in key stage 2 has improved.

R6. Improve the role of governors in allocating the schools financial resources and in holding the school to account for its outcomes

Along with senior leaders, members of the governing body have taken responsibility for monitoring the post inspection action plan with individual governors linked to each of the recommendations. In addition, the school has created new governing body sub-committees, including one to oversee standards and the curriculum and another to consider the school's finances. Over the last two years, governors have played a leading role in agreeing the annual budget. They have allocated money to finance the school's improvement priorities appropriately and to ensure that the school has sufficient staffing to deliver the curriculum effectively and to maintain the current class structure. The governing body has reduced the school's financial reserves significantly. However, governors also recognise the need to keep money in reserve to ensure a balanced budget for the next few years. Members of the governing body finance committee meet regularly to keep a close check on budget spending. At these meetings, they scrutinise the school's monthly budget reports and challenge the headteacher over any under or overspends. They report back and make spending recommendations to the full governing body.

Many governors make regular visits to the school to take part in activities such as learning walks, the scrutiny of pupils' work and talking to pupils and staff. These visits give governors first-hand evidence of the outcomes that pupils achieve along with the progress that the school is making towards addressing each recommendation. Following each visit, governors produce useful reports on their findings that they share with other governors at governing body meetings. Governors

have taken made good use of training from the local authority about how to question school leaders on the information that they receive and the standards that pupils achieve. As a result, governors are now more skilled in challenging leaders. For example, they challenge the outcomes that pupils eligible for free school meals achieve and the lack of success criteria in pupils' numeracy books.