Inspection under Section 28 of the Education Act 2005

A Report on the Quality of Education in

Crossgates C.P. School
Crossgates
Llandrindod Wells
Powys
LD1 6RE

School Number: 6662077

Date of Inspection: 15/06/10

by

Robert Stuart Wormleighton
12572

Date of Publication: 17/08/10

Under Estyn contract number: 1122409
Introduction

Crossgates C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child’s school.

The inspection of Crossgates C.P. School took place between 15/06/10 and 17/06/10. An independent team of inspectors, led by Robert Stuart Wormleighton undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils’ spiritual, moral, social and cultural development.

Estyn’s reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<table>
<thead>
<tr>
<th>Nearly all</th>
<th>with very few exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most</td>
<td>90% or more</td>
</tr>
<tr>
<td>Many</td>
<td>70% or more</td>
</tr>
<tr>
<td>A majority</td>
<td>over 60%</td>
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<tr>
<td>Half/around half</td>
<td>close to 50%</td>
</tr>
<tr>
<td>A minority</td>
<td>below 40%</td>
</tr>
<tr>
<td>Few</td>
<td>below 20%</td>
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<tr>
<td>Very few</td>
<td>less than 10%</td>
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</tbody>
</table>

The five-point scale used to represent all inspection judgements in this report is as follows:

- **Grade 1**: good with outstanding features
- **Grade 2**: good features and no important shortcomings
- **Grade 3**: good features outweigh shortcomings
- **Grade 4**: some good features, but shortcomings in important areas
- **Grade 5**: many important shortcomings
There are three types of inspection.

For all inspections, there is a written report on seven key questions.

For short inspections, there are no subject reports.

For standard inspections, there are also reports on six subjects.

For full inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.
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’ (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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:

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
</tr>
</tbody>
</table>

Secondary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
</tbody>
</table>

The National Curriculum covers four key stages as follows:

| Key stage 1 | 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 |
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Context

The nature of the provider

1. Crossgates Primary is a community school situated in the village of Crossgates two miles north of Llandrindod Wells in Powys. The school has undergone a major refurbishment, completed in 2008, which has provided a high quality learning environment.

2. The school serves the rural community of Crossgates and the surrounding villages, although a number of families attend from outside the immediate catchment area. The school describes its intake as neither prosperous nor economically disadvantaged. Currently 18 per cent of learners are registered for free school meals, which is similar to the Local Authority (LA) and all Wales averages.

3. The school caters for boys and girls aged 4-11 years who represent a wide range of abilities. Children are admitted following their fourth birthday. Most have attended the early years centre on the school site before entry.

4. The school has 145 learners on roll including 14 full-time nursery children. This is a decrease in numbers since the previous inspection in July 2004. There are six classes; those in the nursery are educated alongside the reception aged children. Years 1, 2, 3 and 4 pupils are taught in single year group classes and pupils in Years 5 and 6 are in a mixed aged class.

5. No learners come from homes where the predominant language is Welsh. Ninety nine per cent come from English speaking homes and none has English as an additional language. There are 28% (36 learners) identified as having special educational needs (SEN); a figure above the LA and national averages and one pupil has a statement. One learner is looked after by the local authority.

6. There are seven full-time teachers, including the headteacher who has been in post since September 2002, plus two part-time teachers and thirteen support staff.

7. The school has achieved the Basic Skills Quality Standard, has Investors in People and Health Promoting Schools accreditation and is seeking The Eco Schools Green Flag status.

8. The school was placed in an incorrect Free School Meal (FSM) group as a result of a clerical error. But this has now been amended and the correction has been verified by the Local Authority and Estyn. Consequently, the school’s comparative analysis used in the report is against similar schools using the correct FSM figure of 11.4%.

The school’s priorities and targets

9. The school’s mission statement is;

   “Value each other; Value the World.
   Crossgates School values its pupils and teaches them to value themselves”
10. The school has identified the following as its priorities and areas for development;

- to involve pupils in their own learning;
- to improve pupils’ writing strategies;
- to plan for the further introduction of the Foundation Phase and the new skills curriculum, and;
- to improve the school’s focus on pupils’ wellbeing.

**Summary**

11. Crossgates is a good school with outstanding features. The school has made good progress in addressing the issues identified in the previous inspection report, standards have been raised in all subjects, monitoring is more focussed and the quality of teaching and learning has improved.

**Table of grades awarded**

<table>
<thead>
<tr>
<th>Key Question</th>
<th>Inspection grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How well do learners achieve?</td>
<td>Grade 2</td>
</tr>
<tr>
<td>2 How effective are teaching, training and assessment?</td>
<td>Grade 2</td>
</tr>
<tr>
<td>3 How well do the learning experiences meet the needs and interests of learners and the wider community?</td>
<td>Grade 1</td>
</tr>
<tr>
<td>4 How well are learners cared for, guided and supported?</td>
<td>Grade 2</td>
</tr>
<tr>
<td>5 How effective are leadership and strategic management?</td>
<td>Grade 2</td>
</tr>
<tr>
<td>6 How well do leaders and managers evaluate and improve quality and standards?</td>
<td>Grade 2</td>
</tr>
<tr>
<td>7 How efficient are leaders and managers in using resources?</td>
<td>Grade 1</td>
</tr>
</tbody>
</table>

12. The judgments of the inspection team agree with the school's self-evaluation in all seven key questions.

**Standards**

13. Comparative analysis of statutory assessment data for an individual year requires caution. However, an analysis of data over recent years indicates that the overall trend in performance is upwards. Learners make good progress towards achieving their targets and show good levels of achievement in both key stages.

14. Statutory assessment results in the core subjects at the end of key stage 1 in 2009 were above the national and local averages. The percentage of pupils attaining the higher level 3 was significantly above local and national averages in each core subject. When compared with similar schools (those with approximately the same
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The proportion entitled to receive free school meals results were almost equal to the best 50 per cent for English, in the top 50 per cent for mathematics and in the top 25 per cent for science.

15. At the end of key stage 2 in 2009 statutory assessment results in the core subjects were below the local authority (LA) and national averages for English but above for mathematics and science. The percentage of learners attaining the higher level 5 was below local and national averages in each core subject. When compared with similar schools, results were in the lower 25 per cent for English, almost equal to 50 per cent for mathematics and in the top 50 per cent for science.

16. Overall there is no discernible pattern in the variation of the performance of boys or girls at either key stage.

17. Standards of achievement observed in the 32 lessons in subjects inspected were as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
<td>69%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

18. These statistics compare favourably with the national figures reported in Her Majesty’s Chief Inspector’s (HMCI) Annual Report 2008-09, where standards are good or better (Grade 1 and 2) in 85 per cent of lessons; and are well above the figure of 12 per cent for lessons where standards are outstanding (Grade 1).

<table>
<thead>
<tr>
<th>Areas of Learning - Foundation Phase</th>
<th>Nursery</th>
<th>Reception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and social development, well-being and cultural diversity</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Language, literacy and communication skills</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Mathematical development</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Welsh language development</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Knowledge and understanding of the world</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Physical development</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Creative development</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
</tbody>
</table>

19. Children’s skills and experiences on entry to the nursery cover a wide range of abilities. Baseline data at age four indicates that most show outstanding levels of achievement in their first year in school. The overall quality of the educational provision for under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

**Grades for standards in subjects inspected in key stage 1 and key stage 2**

<table>
<thead>
<tr>
<th>Inspection Area</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Design technology</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Physical education</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
</tbody>
</table>
20. Nearly all learners succeed whatever their background and make good and at times very good progress. Overall the achievement of learners with additional learning needs (ALN) is good and those with SEN make very good progress.

21. Nearly all children under five make good progress in their communication skills of speaking, early reading and writing. The standards of their mathematical skills and their use of information and communication technology (ICT) are good and their listening and bilingual skills are outstanding features.

22. Pupils in Key Stage 1 and 2 achieve good standards in the key skills of literacy, numeracy and ICT and their bilingual competence develops well.

23. Learners' understanding of new knowledge and their progress in acquiring new skills are good in key stages 1 and 2 and are outstanding in the Foundation Phase.

24. Most learners understand what they are doing; their awareness of how they are progressing and of what they need to do to improve has been identified by the school as an area for development.

25. Learners make good progress towards fulfilling their potential and are very well prepared to move on to the next stage of their education.

26. Overall the development of learning skills is good with no important shortcomings. Learners have a positive attitude; they work well together and show good levels of independence. Their problem-solving skills and creativity are developing well.

27. The behaviour of nearly all learners is very good and relationships are good; most show good levels of respect for each other and for all adults. Learners with behavioural difficulties make good progress and are beginning to manage their behaviour successfully.

28. Attendance, at just under 95 per cent in the previous 12 months, is above the averages for all primary schools, as well as similar schools, across Wales. This along with excellent punctuality reflects the enthusiasm with which learners come to school.

29. Learners' knowledge of Welsh culture develops well and they gain a growing respect for diversity within the wider world.

30. Standards of personal, moral and social education are good and are a positive feature of the school. Nearly all learners are supportive to each other and have a good awareness of equal opportunities issues.

31. Pupils are very well prepared for life and work in the community and have a good understanding of the world of work.
The quality of education and training

Grades for teaching

<table>
<thead>
<tr>
<th>Grade</th>
<th>34%</th>
<th>50%</th>
<th>16%</th>
<th>0%</th>
<th>0%</th>
</tr>
</thead>
</table>

32. These statistics compare well with the national figures reported in HMCI’s Annual Report for 2008-09, where standards are good or better (Grade 1 and 2) in 85% of lessons; and are well above the average of 17% of lessons judged to be grade 1.

33. In the best teaching, excellent working relationships and teachers’ consistency, enthusiasm and awareness of learning styles engages learners and fosters their development. Teachers are very good language role models and excellent use is made of the outdoor classroom.

34. All teachers have up to date subject knowledge and use a range of teaching strategies. They carefully plan and prepare well structured lessons. Learners of all abilities are catered for and are well supported by knowledgeable staff. Lessons have appropriate pace with well established routines.

35. In the small number of lessons where there were shortcomings, lessons lacked pace and opportunities for learners to evaluate their learning and to share objectives and confirm learning were overlooked. In addition activities to assist the less able and challenge the more able were missing.

36. Most teachers plan well to adapt their lessons to meet the needs of learners who are on the SEN register and challenge for the more able develops well. Teaching assistants (TA) are well informed and ensure that each learner is supported appropriately.

37. Overall the quality of assessment, recording and reporting is good and meets statutory requirements. The way in which teachers assess learners’ achievements and progress is an outstanding feature.

38. The school employs diagnostic and analytical tools which are used effectively in target setting and to measure pupils’ potential and progress. The school tracking system is effective and is an outstanding feature. Although there are many examples of good practices the marking of learners’ work is variable.

39. Annual reports to parents meet statutory requirements. Some are of a good quality and give a detailed picture of learners’ progress, but their quality and contents are inconsistent.

40. The overall quality of the learning experiences provided for learners is outstanding. The positive and inclusive ethos of the school is reflected in daily planning and in the organisation of the curriculum. The school caters very effectively for the wide range of
learners’ needs and interests, the curriculum is very effectively enhanced and enriched by a wide range of purposeful and practical extra-curricular activities, run by dedicated staff. The range and quality of the after school provision is outstanding. The curriculum is also enriched by educational visits and groups which come in to work with learners.

41. Provision in the Foundation Phase fully meets children’s need. Learning experiences are skills based, relevant, interesting and motivating. This results in outstanding provision for children in the Foundation Phase.

42. The school has a policy for basic skills which are being developed across the curriculum and are identified prominently in the planning process. The school makes good provision for pupils’ bilingual skills in English and Welsh and ‘Y Cwricwlwm Cymreig’ is promoted very effectively across the curriculum.

43. Learners’ spiritual, moral, social and cultural development is outstanding. Their social awareness is promoted well and the school enjoys strong, beneficial partnerships with a wide range of community providers. All learners and adults promote respect for each other. Collective worship meets statutory requirements and spiritual development is well promoted in both religious and aesthetic activities.

44. The school makes good provision for personal and social education (PSE). In particular, there are good developments in the vocational, environmental and health elements of the scheme. Learners’ awareness of the need for sustainable development and global citizenship is also well promoted. The schools’ provision reflects well national priorities to promote lifelong learning skills. Links with the community are outstanding and good use is made of local businesses.

45. Communication with parents is good. Weekly newsletters keep parents very well informed about the life and work of the school. There is very good daily informal contact between parents and teachers particularly in the Foundation Phase and Key stage 1.

46. Members of staff and the governing body work well together to create a positive ethos for learning. Learners are very well cared for, guided and supported in a very secure and friendly environment. The school has a very positive ethos and all learners are valued and included.

47. Induction procedures for learners are carefully planned and implemented especially for children from Rainbow House. There are also very well established transition arrangements with the receiving comprehensive school.

48. Learners’ attendance and punctuality are very carefully monitored.

49. Parents and learners support the view that they feel comfortable in approaching the school if they have any concerns and that their views are given full consideration.

50. The provision for learners with SEN is outstanding. The school very effectively identifies learners’ individual needs and monitors progress in meeting them. The SEN co-ordinator (SENCo) manages her responsibilities extremely well and individual
educational plans (IEP) are of very good quality. Learners are well supported by suitably trained staff and parents are fully involved. All pupils with SEN are integrated fully into the life and work of the school.

51. The school’s provision for pupils whose behaviour may impede their own and other pupils’ progress is outstanding.

52. Equality of opportunity is consciously promoted. The school actively promotes gender equality well and fosters good race relations across the curriculum and in all its activities.

53. Learners’ awareness of diversity is developed well; the provision provides good opportunities to enable learners to appreciate the diversity of cultures in their own society and the wider world.

Leadership and management

54. The clear direction the headteacher provides has been an important factor in the progress the school has made since the previous inspection in 2004. She is ably supported by the deputy headteacher. The senior leadership team have been successful in implementing their listed areas of responsibility; however, the team does not have a clear focus to be effective in all areas they are responsible for. All staff are developing a good working knowledge of their subject areas.

55. The school has taken and continues to take good account of national priorities. Through a well planned programme it has responded very well to the new curriculum initiatives and is successfully implementing them with enthusiasm.

56. The effective performance management procedures for all staff linked to self evaluation and the school development plan (SDP) is a strong feature.

57. The contribution of the governors to the leadership and strategic management of the school is outstanding. They are extremely well briefed by the headteacher as to learners’ individual and collective performances and to every aspect of the school’s provision.

58. Governors’ roles in overseeing the development of their subjects or areas of interest are clearly defined and they conscientiously act as critical friends in this regard. They work together in supporting the school and helping to move it forward.

59. The effective way in which the school plans for improvement is an outstanding feature. Self-evaluation is a long established strength of the school and is based on clear and systematic processes. Although these take into consideration the views of most stakeholders communication systems to canvass the views of the parents and learners are not formalised.

60. There is a very good mixture of experienced and more recently recruited teachers who have a wide range of expertise; this ensures all aspects of the curriculum are effectively covered.
61. There is also a good number of classroom support staff. The way they work with teachers is exemplary. The ancillary and administrative staff also play a significant part in the support of learners and the smooth running of the school.

62. There is good level of provision of learning resources across the school. The recently refurbished school buildings provide a learning environment of the highest quality. The use made of the extensive grounds is outstanding.

63. The school operates an exemplary system of budgetary control and all financial decisions are made with the needs of the learners as a priority. The overall management of resources contributes significantly to the level of teaching and learning experiences provided for learners and to the academic achievements of most learners. This is an outstanding feature.

64. In light of the budgetary constraints experienced by the school, the high quality of the all-round educational and personal experience it provides for its learners is a reflection of the very good value for money it provides.

**Recommendations**

In order to maintain and improve current standards the school should;

R1 *improve the effectiveness of assessment for learning procedures and increase pupils’ involvement in planning for their own progress and improvement.

R2 spread and further develop the consistency of good practice in marking and reporting throughout the school;

R3 develop the school’s communication policy to ensure all stakeholders are fully involved in the self evaluation process; and

R4 further develop the role of the senior leadership team.

N.B. * This recommendation has already been identified as an area for development by the school.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.
Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

65. The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.

66. Comparative analysis of statutory assessment data for an individual year requires caution. However, an analysis of data over recent years indicates that, given the variation within different year groups of learners’ academic profiles, the overall trend in performance is upwards. Learners make good progress towards achieving their targets and show good levels of achievement in all core subjects in both key stages.

67. Statutory assessment results for the 21 pupils eligible for assessment in the core subjects of English, mathematics and science at the end of key stage 1 in 2009 were above the national and local averages. The core subject indicator (CSI), which is the percentage of pupils reaching level 2 in each core subject, at 86 per cent, was above the LA average of 80 per cent and the national average of 81.1 per cent. The percentage of pupils attaining the higher level 3 was significantly above local and national averages in each core subject.

68. When compared with similar schools (those with approximately the same proportion entitled to receive free school meals), the 2009 key stage 1 results were almost equal to the best 50 per cent for English, in the top 50 per cent for mathematics and in the top 25 per cent for science. The CSI results placed the school in the top 50 per cent.

69. The number of pupils eligible for assessment at the end of key stage 2 in 2009 was 23 and included a relatively large number of pupils diagnosed with ‘specific learning difficulties’. Statutory assessment results in the core subjects were below the LA and national averages for English but above for mathematics and science. The CSI, which is the percentage of pupils reaching level 4 in all core subjects, at 55 per cent, was below the LA average of 75 per cent and the national average of 77 per cent. The percentage of learners attaining the higher level 5 was below local and national averages in each core subject.

70. When compared with similar schools (those with approximately the same proportion entitled to receive free school meals), the 2009 key stage 2 results were in the lower 25 per cent English, almost equal to 50 per cent for mathematics and in the top 50 per cent for science. The results for the CSI placed the school in the lower 25 per cent of schools.

71. Overall there is no discernible pattern in the variation of the performance of boys or girls at either key stage.

72. Standards of achievement observed in the 32 lessons in subjects inspected were as follows:
Grades for standards in subjects inspected

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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<tbody>
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<td>69%</td>
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73. These statistics compare favourably with the national figures reported in HMCI’s Annual Report for 2008-09, where standards are Grade 1 and 2 in 85 per cent of lessons, and they are well above the figure of 12 per cent for lessons where standards are outstanding (Grade 1).

74. Children’s skills and experiences on entry to the nursery cover a wide range of abilities. Baseline data at age four indicates that most show outstanding levels of achievement in their first year in school. The overall quality of the educational provision for under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

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<td>Grade 1</td>
</tr>
<tr>
<td>Welsh language development</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Knowledge and understanding of the world</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Physical development</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Creative development</td>
<td>Grade 1</td>
<td>Grade 1</td>
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</tbody>
</table>

Subject grades for subjects inspected

75. In Key Stages 1 and 2, standards in subjects inspected are as follows:

<table>
<thead>
<tr>
<th>Inspection Area</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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76. Nearly all learners succeed whatever their background. They achieve good standards in their knowledge, understanding and skills, cope well with the work that is set for them and make good and at times very good progress. Overall the achievement of learners with ALN is good, those identified as being more able and talented achieve well and those with SEN make very good progress.

77. Nearly all children under five make good progress in their communication skills of speaking, early reading and writing. The standards of their mathematical skills and their use of ICT are good and their listening and bilingual skills are outstanding features.
78. Overall pupils in Key Stage 1 and 2 achieve good standards in the key skills of literacy, numeracy and ICT all of which are well used with increasing competence across the curriculum. Their bilingual competence develops well.

79. Lesson observations, discussions with learners and scrutiny of their work, past and present, show that their understanding of new knowledge and their progress in acquiring new skills are good in key stages 1 and 2 and are at times outstanding in the Foundation Phase.

80. In lessons most learners understand what they are doing and, although they are becoming more aware of how they are progressing and of what they need to do to improve, this remains an area for development and one that has been identified by the school.

81. Learners make good progress towards fulfilling their potential and are very well prepared to move on to the next stage of their education especially in the Foundation Phase and at the end of key stage 2.

82. Overall the development of learning skills is good with no important shortcomings. Learners work productively, make good use of their time and have a positive attitude to their work and they are beginning to take more responsibility for their own learning. They show good levels of independence, working individually or in pairs and groups.

83. Learners’ problem solving skills and creativity develop well and are good in both key stages; they are used to good effect in a wide variety of situations across the curriculum.

84. The behaviour of nearly all learners is very good throughout the day, during lesson times and collective worship and through the less structured times such as playtime. They move around the school in a quiet and orderly manner. Relationships within the school are good; most learners show good levels of respect for each other and nearly all are very courteous and attentive to staff and visitors.

85. Learners with behavioural difficulties make good progress and are beginning to successfully manage their behaviour working within the secure boundaries set by staff.

86. The school’s level of attendance, at just under 95 per cent in the previous 12 months, is above the averages for all primary schools and similar schools across Wales. This, along with the excellent punctuality by all but a very few pupils, reflects the enthusiasm with which learners come to school.

87. Standards of personal, moral and social education are good and are a positive feature of the school. Nearly all learners are supportive to each other and older pupils are able to empathise appropriately with those less fortunate than themselves. They have a good awareness of equal opportunities issues.

88. Learners’ knowledge of Welsh culture develops well and is of a good standard. They gain a growing respect for the diversity of beliefs, attitudes and cultural traditions within Wales and the wider world.
89. Pupils are very well prepared for life and work in the community and have a good understanding of the world of work.

**The quality of education and training**

**Key Question 2: How effective are teaching, training and assessment?**

**Grade 2: Good features and no important shortcomings**

90. The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.

91. The quality of teaching was judged as follows:

<table>
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<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<tr>
<td>34%</td>
<td>50%</td>
<td>16%</td>
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92. These statistics compare well with the national figures reported in HMCI’s Annual Report for 2008-09, where standards are Grade 1 and 2 in 85% of lessons, and they are well above the average of 17% of lessons judged to be Grade 1.

93. Outstanding features observed in teaching include:

- the planning and delivery of lessons and teachers’ enthusiasm to inspire, engage and motivate pupils;
- the excellent working relationships, pace and motivation provided by staff, which engage learners and foster learning;
- up to date subject knowledge and an awareness of the different learning styles of pupils;
- appropriate and consistent procedures and effective management of behaviour;
- the development, sharing and use of success criteria;
- well planned and delivered use of outdoor areas; and
- very good language role models.

94. Good features in teaching include:

- the careful planning of lessons and preparation of materials;
- lessons with good structure including the sharing of learning objectives and success criteria with learners and good use of plenary sessions to reinforce learning;
- the appropriate use of a range of resources, and teaching strategies, which reflect the learning styles of learners and enhance learning opportunities;
- good questioning techniques and the ability to reinforce and consolidate previous learning and to engage all pupils within the class to ensure their understanding and achievement;
appropriate pace and differentiation reflecting the range of age and ability within the classes, including well targeted support for those with SEN and suitable challenge for the more able and talented;

up to date subject knowledge and effective use of ICT;

good relationships conducive to learning, well established classroom routines and consistency when dealing with learners, and;

effective use of teaching and SEN support assistants who are well informed about learners.

95. Shortcomings in teaching include:

- Lack of rigour and structure;
- objectives and success criteria not shared and opportunities to reinforce and confirm learning overlooked;
- time targets not implemented and the pace too slow;
- opportunities for learners to evaluate their learning overlooked; and
- insufficient differentiation and activities to assist the less able and to challenge the more able.

96. All members of staff establish outstanding relationships with the learners, which stimulates and supports good and effective teaching and learning. The opinions of learners are valued, they are treated with respect and given appropriate time to answer questions and express themselves.

97. Planning for lessons is good and shows continuity and progression. All teachers refer back to previous lessons to give new activities relevance, to reinforce learning and to promote further development.

98. Nearly all lessons identify the learning objectives and what the learners are expected to achieve at the end of the lessons or series of lessons. These are well promoted and learners’ success in achieving them is confirmed during lessons and in discussions in plenary sessions. Opportunities are given for pupils to develop an understanding of how much they have learnt.

99. Nearly all teachers actively promote equality of opportunity and address gender issues in relevant and appropriate ways.

100. Most teachers adjust their lessons well to meet the varying needs of the different abilities in the class. Most plan well to adapt their lessons to meet the needs of learners who are on the SEN register and challenge for the more able develops well. TA’s contribute well towards helping learners; they are well informed and ensure that each one is supported appropriately.

101. The subject knowledge of teachers is good. They have good understanding of the Foundation Phase and the skills curriculum, which they plan for and deliver effectively. Opportunities to promote problem solving and decision making skills also develop well. Nearly all use a variety of resources and activities to ensure full participation of
all individuals. Learners' work is regularly monitored during lessons to make sure that they learn and understand the main points.

102. Where homework is set regularly and is well planned it gives learners good opportunities to build on their learning in class and to develop their independent research skills.

103. Welsh language development is promoted well by nearly all teachers and is used effectively to support learners’ bilingual skills across all age groups. In some areas opportunities are provided for learners to respond orally to requests and phrases and to express themselves in formal and informal situations.

104. Overall the quality of assessment, recording and reporting is good and meets statutory requirements. The way in which teachers in both key stages and in the Foundation Phase assess pupils’ achievements and progress is an outstanding feature. Baseline results are used well to guide and support children’s needs. In both key stages the school employs a number of systems and standardised tests to use as diagnostic and analytical tools. These are used effectively in target setting, to measure pupils’ potential and progress and to confirm and challenge teacher assessment.

105. Assessment is regularly undertaken in order to track the progress learners make and effectively to inform the next steps in teaching and learning. The school’s tracking system is effective and is an outstanding feature. Progress is also assessed regularly throughout the academic year through the use of teachers’ assessments and day-to-day procedures. The school has recently introduced a recording document for monitoring the progress of learners through the new skills based curriculum. It is a useful document not only checking individual progress but also the coverage of skills in each subject.

106. The school has worked hard on developing appropriate arrangements, based on standardisation and moderation procedures, both within school and within the local cluster of schools, to strengthen the accuracy and efficacy of teachers’ assessments throughout the school.

107. Assessment for learning is a developing area within the school and there are many examples of good practice however, the marking of learners’ work is inconsistent. Where marking is good, it gives sufficient guidance on what learners need to do to improve and makes them more aware of their own learning. Whilst some learners are developing the ability to self-assess, it is an area for further development.

108. Annual reports to parents meet statutory requirements. Some are of a good quality and give a very positive and detailed picture of learners’ progress in all subjects, as well as comments on social and personal development, but their quality and contents are inconsistent.
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

109. The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.

110. The overall quality of the learning experiences provided for pupils is outstanding. The positive and inclusive ethos of the school is reflected in daily planning and in the organisation of the curriculum. The school caters very effectively for the wide range of learners’ needs and interests. It provides equal access for all to a broad and balanced curriculum which fully meets the statutory requirements of the Welsh Assembly Government (WAG).

111. Provision in the Foundation Phase fully meets children’s need. Learning experiences are skills based, relevant, interesting and motivating. This results in outstanding provision for children in the Foundation Phase.

112. In key stages 1 and 2, provision is well planned to ensure full coverage of the National Curriculum and is very effectively enhanced and enriched by a wide range of purposeful and practical extra-curricular activities. The head teacher and staff have made very good progress in introducing and reviewing policies and schemes of work in line with the new curriculum orders. Schemes of work have been compiled collaboratively by teams of teachers who produce detailed plans to ensure that learning builds on previously acquired skills and knowledge.

113. The school has a basic skills policy and the key skills of thinking, communication, ICT and numeracy are being developed across the curriculum and are identified prominently in the planning process.

114. The school makes good provision for learners’ bilingual skills in English and Welsh. The use of incidental Welsh by staff and the teaching of Welsh songs, plus good displays and signs around the school, improve learners’ confidence when moving between the two languages.

115. The provision for learners’ spiritual, moral, social and cultural development is outstanding. Staff promote good manners and respect among learners for each other, for adults and for the school environment. Social awareness is promoted well by learners’ participation in campaigns to raise money for good causes and charities. The school enjoys strong, beneficial partnerships with a wide range of community providers who enrich the curriculum and support the work of the school.

116. Collective worship meets statutory requirements and the emphasis on moral development in that, in circle time and through its PSE programme is outstanding. All learners and adults in the school promote respect for each other and a sense of self-worth and self-esteem is clearly evident. Learners also have a real understanding of right and wrong and recognise they are more fortunate than many children across the world.
117. Spiritual development is well promoted in both religious and aesthetic activities and appropriate time is given for collective worship, which all learners attend. Cultural awareness is well promoted through attendance at Eisteddfodau and strong links with other countries such as the village of Bulabakulu in Uganda.

118. ‘Y Cwricwlwm Cymreig’ is promoted very effectively across the curriculum to support and enrich learners’ knowledge and understanding of their Welsh heritage. In creative subjects, such as art, music and dance, they gain valuable knowledge of local and other Welsh artists.

119. The school makes good provision for PSE. In particular, there are good developments in the vocational, environmental and health elements of the scheme. Through pupil representative bodies, such as the school council and the eco-committee, learners receive good opportunities to practise and extend their skills in discussing issues of importance to them.

120. There is a comprehensive range of after school clubs for rugby, cricket, football, netball, cross-country, music, art and cookery. These are run by dedicated staff and several receive specialist help from outside providers. The range and quality of the after school provision is outstanding.

121. Educational trips to places of interest both locally and further afield are undertaken regularly, including theatres and residential visits to field centres and other places for older pupils. In addition, parents, local residents and other groups come in to work with learners.

122. Partnerships with the community, schools and other organisations are outstanding and have a positive impact on raising pupils’ self-confidence and esteem. The curriculum is enhanced by an excellent variety of educational visits and by visitors to the school. There are strong links with the local secondary school where learners have the opportunity to make several visits and to spend an induction week, which facilitates a smooth transition when they leave at the end of key stage 2.

123. The school actively operates an ‘open-door’ policy and there is a good daily contact between teachers and parents. Weekly newsletters keep parents very well informed about the life and work of the school and the community. They contain very useful information about initiatives to help parents support their children. There is an active Parent Teacher Association (PTA) and parents help the school assisting in a voluntary capacity, within school and on educational visits. There is very good daily informal contact between parents and teachers of children particularly in the Foundation Phase and KS1.

124. The school has good links with business. Every class in the school has an industrial link. Good relationships exist with the police, fire brigade, estate agents, local builders, banks and building societies. The link with the banks has resulted in matched funding for various projects which have impacted positively on school life.

125. The school works closely with all its learners and their families to ensure nobody is put at a disadvantage. Boys and girls are fully integrated as equal members with opportunities to have equal aspirations. The school’s promotion of equality of access
and opportunity and its strategies for tackling social disadvantage and stereotyping are good with no important shortcomings.

126. Pupils’ awareness of the need for sustainable development is well promoted through recycling, energy conservation and healthy eating projects. The school has formed an eco committee which meets regularly and the learners are fully involved in all aspects.

127. The school’s provision reflects national priorities to promote lifelong learning skills and suitably raises learners’ awareness of community regeneration and the impact of social and economic changes in society.

**Key Question 4: How well are learners cared for, guided and supported?**

**Grade 2: Good features and no important shortcomings**

128. The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.

129. The quality of care support and guidance for learners is good. Members of staff and the GB work well together to create a positive ethos for learning. Learners are very well cared for, guided and supported in a very secure and friendly environment. The school has a very positive ethos and all learners are valued and included.

130. Staff liaise effectively with a wide range of support services. Suitably trained teaching assistants use a variety of intervention strategies very effectively. Their approach is particularly beneficial for learners in challenging and vulnerable circumstances.

131. Induction programmes for the under fives are carefully planned and implemented especially for children from the adjacent early years playgroup. There are also effective arrangements to support pupils who join the school at a later stage. Pupils quickly learn the routines.

132. There are very well established transition arrangements, including successful curriculum transfer projects, with the receiving comprehensive school for Year 6 pupils.

133. The breakfast club is very well supported and there are occasions when over 50 per cent of the numbers on roll attend. Learners are given the opportunity to have a healthy breakfast and also to take part in a number of planned activities. This, and the after school care provision, are proving to be good additions to the school.

134. Arrangements for child protection and safeguarding are appropriate. The school’s policy meets current requirements. The head teacher is the designated person responsible and the deputy is able to deputise in her absence. There is also a designated link governor. All staff are made aware of the procedures through regular in-house awareness and induction training. Teachers are aware of, and monitor carefully, any pupil who is identified as ‘causing concern’ or ‘at risk’.

135. Learners’ attendance and punctuality are very carefully monitored. Parents are reminded at an early stage of the importance of regular, punctual attendance. The
school operates a first day response system for those families that give concern. Staff know learners and their families very well.

136. Learners' behaviour is closely monitored. Incidents and outcomes of anti-social behaviour are carefully recorded. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models.

137. The provision for pupils with SEN is outstanding. The school very effectively identifies learners' individual needs through teacher observation and assessment. It appropriately monitors progress in meeting these needs throughout the school, using an effective tracking system.

138. The school's SENCO manages her responsibilities extremely well and learners on the SEN Register have IEPs, which are of very good quality. Learners are supported by a wide variety of intervention strategies to support literacy and numeracy and those with SEN are provided with very good support from suitably trained support staff. Parents are fully involved at all stages, including the annual review. The school's provision is well supported by a wide range of outside agencies. All pupils with SEN are integrated fully into the life and work of the school.

139. The school's provision for pupils whose behaviour may impede their own and other pupils' progress is outstanding. The minority who show challenging behaviour are very effectively and sensitively managed in all classes observed.

140. The school council has democratically elected representatives and a chairperson and a secretary, who understand their roles and responsibilities. It chooses targets, such as healthy lunch boxes, for each year and organises a range of activities for example, fund raising for charity events.

141. Appropriate attention is given to health and safety, fire drills, security and accidents. Learners are aware of what they need to do if they bring medicines to school and who to go to if they need first aid. Risk assessments are undertaken when necessary and supervision in the playground is appropriate.

142. Canteen staff are aware of learners with dietary needs and provide suitable alternatives. After school sports clubs and outdoor play equipment promote healthy exercise and active lunchtimes are very well supported.

143. All adults in the school are well aware of learners' particular needs and are knowledgeable about procedures in the event of accidents and emergencies such as the management of allergic reactions. There is a comprehensive health and safety policy. Risk assessments are systematic and all staff are alert to issues relating to the wellbeing of pupils.

144. The school has developed appropriate strategies to deal with oppressive behaviour, including bullying, racial discrimination and all other forms of harassment. The headteacher monitors and responds to any incident swiftly and fairly, and the school functions well as an inclusive, caring and supportive community. This is an outstanding feature.
145. The school works diligently to secure equal treatment for disabled learners. An accessibility audit has been undertaken and an accessibility plan put into place.

146. Equality of opportunity is consciously promoted and all learners have equal access to all activities. The school actively promotes gender equality well to ensure there is no stereotyping of boys and girls in the curriculum or in the school generally.

147. Learners’ awareness of diversity is developed well through aspects of religious education, geography, music and the PSE curriculum. Overall, the provision provides good opportunities to enable learners to appreciate the diversity of cultures in our society.

**Leadership and management**

**Key Question 5:** How effective are leadership and strategic management?

**Grade 2: Good features and no important shortcomings**

148. The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.

149. The clear direction the headteacher provides has been an important factor in the progress the school has made since the previous inspection in 2004. She has high expectations of herself and of all her members of staff.

150. Communication within the school, at a formal and informal level, is good and this, along with the headteacher’s vision and leadership has ensured that all initiatives and school improvement strategies that have been introduced are clearly understood by nearly all those involved and are successfully implemented.

151. The headteacher is ably supported by the deputy headteacher and this has also been an important part of the school’s development and improvement especially in key areas such as assessment and transition.

152. All members of the senior leadership team have job descriptions and they have been successful in implementing those areas of responsibility identified. However, these job descriptions do not have a clear focus for them to be effective in all aspects of the areas they are responsible for.

153. All staff within the school are developing a good working knowledge of their subject areas in both key stages and in the Foundation phase.

154. The school is committed to equality of opportunity and this is evident in all policies and activities. The induction of new staff to the school is a clear example of this.

155. The school has taken and continues to take good account of national priorities. Through a well-planned programme it has responded very well to the new curriculum initiatives and is successfully implementing them with enthusiasm. It works well with other schools in the catchment area on a range of projects and has benefitted from
experiences gained by the headteacher and deputy head teacher serving on a variety of working parties and panels.

156. The effective performance management procedures for all staff linked to self evaluation and the SDP is a strong feature. The process is used successfully to set targets and to manage and improve the performance of individual members of staff. Targets are backed up by appropriate continuing professional development (CPD) and support. This process has an effective impact on school improvement and the raising of standards.

157. The school sets challenging, yet realistic, statutory targets for its pupils, based on objective testing of their individual potential and appropriately moderated and standardised teacher assessment. Targets are successfully met and at times exceeded. This is a well established procedure that is being extended further through more specific individual targets within each class and this is becoming more consistent across a wide range activities and subjects.

158. The contribution of governors to the leadership and strategic management of the school is outstanding. They are extremely well briefed by the headteacher as to learners’ individual and collective performances and to every aspect of the school’s provision. As individuals, they each have a direct link with at least one subject leader or for the person responsible for areas such as SEN and the Foundation Phase. They also contribute enthusiastically to a range of sub-committees.

159. Governors’ roles in overseeing the development of their subjects or areas of interest are clearly defined and they conscientiously act as critical friends in this regard. Each governor has a personalised ring binder, which combines all the documentation relevant to his or her individual responsibilities. These are very impressive and their contents demonstrate the involvement of their owners.

160. The pre-inspection meeting with the GB and the minutes for its regular meetings demonstrate how well the governors work together in supporting the school and helping to move it forward. They are deeply involved in the self-evaluation and development planning processes by challenging the headteacher’s proposals to ensure appropriate decisions are made. This is particularly evident in the way the school is managing its budget, at a time of falling learner numbers, to ensure the learning experiences and quality of education are not compromised.

161. There is a clear procedure for the handling of complaints and concerns are addressed, analysed and dealt with in line with school policy. Parents and pupils support the view that they feel comfortable in approaching the school if they have any concerns and that their views are given full consideration.
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

162. The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.

163. The judgments of the inspection team agree with the school's self-evaluation in all the seven key questions.

164. The effective way in which the school plans for improvement is an outstanding feature. Self-evaluation is a long established strength of the school and has been at the centre of school improvement procedures since before the previous inspection. The self-evaluation report identifies clearly those areas and aspects which are strengths within the school and those areas which are to be the focus for the next stage of development. This document is based on a clear and systematic process of monitoring and evaluation and is of good quality.

165. The SDP too is an integral part of the school improvement process. All priorities and initiatives identified emanate from the self-evaluation report and are resourced appropriately. Their effectiveness and progress is reviewed by the staff and governors. This is an outstanding feature.

166. The headteacher and deputy headteacher know the school well and all members of staff are developing a good awareness of standards within those areas for which they have responsibility. Leaders and managers at all levels are becoming well informed about performance in their particular areas and recently revised procedures for evaluating individual subjects provide the school with information that is making a significant contribution.

167. Although the self-evaluation process takes into consideration the views of members of the GB and staff and parents are kept well informed about the school, communication systems to canvass the views of parents and learners are not formalised. The GB is very well informed about the self-evaluation process and, through liaison with the headteacher and subject leaders, is actively involved in further developing and refining the self-evaluation systems.

168. The school has a long established and clearly understood strategy for reviewing all aspects of its work and activities. The process is kept under review and developed further; for example, the recently introduced recording documents for monitoring the progress of learners through the skills based curriculum are beginning to help the school to check coverage, identify areas of achievement and highlight areas for improvement.

169. The school works closely with the LA to analyse data, evaluate its performance, monitor standards and allocate resources and expertise to raise standards. The school uses its annual review to highlight areas which are considered as priorities for improvement. As a result, the school has successfully addressed targeted areas such as mathematics and writing to raise standards of teaching and learning.
170. The school has made good progress since the previous inspection in effectively addressing the key issues identified. In particular, standards have been raised in all subjects, monitoring is more focused and the quality of teaching and learning has improved.

**Key Question 7:** How efficient are leaders and managers in using resources?

**Grade 1: Good with outstanding features**

171. The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.

172. This grade is one grade higher than that of Key Question 1 and Key Question 5. This is because inspectors felt the outstanding overall management of resources had contributed significantly to the level of teaching and learning experiences provided for learners and to the academic achievements of most learners.

173. There is a very good mixture of experienced and more recently recruited teachers who have a wide range of expertise; this ensures all aspects of the curriculum are effectively covered. Teacher numbers mean that the average class size is currently 21.7, which enables more time to be devoted to each individual.

174. There is also a good number of classroom support staff across the school who are well qualified, nearly all at NVQ Level 3. The way they work with teachers in the planning and implementation of the process and the monitoring of learners’ progress is exemplary. The ancillary and administrative staff also play a significant part in the support of learners and the smooth running of the school.

175. Workforce remodelling has been fully implemented and there is effective use of teachers’ planning, preparation and assessment (PPA) time, which is of a good quality. Learning is not compromised and a qualified teacher, who is well prepared to provide a seamless educational transition for the learners, covers all PPA time. The school’s in service training (INSET) is determined by the demands of the SDP.

176. All members of staff receive encouragement and opportunity to continue their professional development by undertaking training in areas identified through the performance management process. This is then fed back to all staff for the benefit of all learners.

177. There is a very good level of provision of learning resources across the school. This includes a wide range of appropriate books in the small open plan library in the Key Stage 2 area and in classrooms. There is also a small library for Key Stage 1 pupils and Nursery children, which doubles as the medical room. All classrooms have an interactive whiteboard and at least one computer and there is an open-plan computer suite with fifteen terminals and video conferencing facilities. Learning resources are replaced on a rolling programme in accordance with the requirements of the SDP, when the budget will allow.
178. The recently refurbished school buildings provide a learning environment of the highest quality. There is adequate accommodation for the number of pupils on roll. The hall is of a good size and free of clutter and the corridors are very spacious. The foundation phase has a large outdoor play area. Of particular note is the large room used for design technology, art and cookery. Wall displays throughout the school promote a positive learning environment.

179. A demountable building is well used for the breakfast and after school club during term-time and a holiday club during the summer. There is an adequate number of good quality toilets, including two for the disabled. In fact, the arrangements for anyone with a physical disability are exceptional, including a lift to ensure access to all areas of the school.

180. The use made of the extensive grounds is outstanding. Close to the school there is a sizeable adventure trail, a climbing frame, a forest school classroom and a pond. Surrounding the playing field there is a path, which passes through a vegetable garden, orchard, willow coppice, woodland and a meadow. While some of this is the natural environment much has been created and is in the process of early evolution.

181. Due to prudent financial diligence the school has wisely built up a contingency fund over recent years in preparation for its falling rolls which would have resulted in a deficit in the current year and a similar one forecast for next.

182. The headteacher, secretary and GB closely monitor the annual budgetary spending to ensure it is kept under control. Their expertise is recognised by the LA in its audit report and in using them to trial financial systems and the school is currently piloting an e-procurement system. All financial decisions are made with the needs of the learners as a priority.

183. The school is also adept at obtaining financial support from alternative sources. This includes two separate grants of £10,000 each to develop the computer suite and the school grounds.

184. The school operates an exemplary system of budgetary control. In light of the budgetary constraints experienced by the school, the high quality of the all-round educational and personal experience it provides for its learners is a reflection of the very good value for money it provides.
### Standards achieved in subjects and areas of learning

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**Personal and social development, well-being and cultural diversity**

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**Outstanding features**

185. Throughout the Foundation Phase, children are confident, happy learners, who enjoy coming to school. From a young age, most sustain interest and remain focused on their tasks exceptionally well. Boys and girls work and play very well together.

186. All children become outstanding role models for the many new entrants to the school, because their own personal and social skills are so well developed. Nearly all behave very well, engage readily in their learning and interact positively with adults and each other.

187. The majority of children across the Foundation Phase develop a positive self-image and a good sense of belonging to their own community, as well as understanding their Welsh identity.

188. Children’s outstanding personal and social skills are seen on a daily basis where routines, for example playing co-operatively, sharing, taking turns, dressing themselves after physical exercise and toileting, are exemplary.

**Good features**

189. The majority of children fully understand the need for personal hygiene, for example before eating their snacks, and show in physical activities that they fully understand the effect that exercise has on keeping their bodies healthy.

190. Most children are confident explorers of the indoor and outdoor environment in school and out in the wider locality.

191. The majority of children are inquisitive, curious and keen to co-operate. They listen attentively and are thoroughly immersed in their learning. They enjoy making choices of activities and materials and making decisions.

192. Older children build consistently on skills learned earlier in the Foundation Phase. They are independent learners and thinkers, readily experimenting with new learning opportunities, such as successfully accessing ICT.

**Shortcomings**

193. There are no important shortcomings.
Language, literacy and communication skills

Grade 1: Good with outstanding features

Outstanding features

194. In relation to their differing starting points in language, literacy and communication most children throughout the Foundation Phase make outstanding progress and attain good standards in their speaking and listening development. They quickly develop a good range of words and phrases to enable them to make their needs understood.

195. Many children can soon engage in simple but well structured conversations with adults, willingly talking about their activities and speaking clearly and confidently. They continue to develop these skills very well as they move up through the Foundation Phase. They use English and Welsh confidently for simple greetings and questions.

196. Most older children give sensible suggestions as to how they can improve their work. Most are very good listeners, paying attention to both instructions and to stories.

197. All children enjoy books and stories, and are enthralled by both fiction and information books. The youngest handle books appropriately, know a number of letters and their sounds, and have a good try at reading familiar words, such as their names.

198. Younger children engage enthusiastically in early writing experiences.

Good features

199. In their play nearly all children make marks with a range of writing tools to express themselves and to record their activity. They accurately reproduce patterns with their fingers using a range of media and have a very good awareness of letter shapes.

200. All older children begin to form letters and words correctly and use emergent writing in their role play.

Shortcomings

201. There are no important shortcomings.

Mathematical development

Grade 1: Good with outstanding features

Outstanding features

202. All children across the Foundation Phase make very good progress with their mathematical development and standards are good. They use every possible opportunity across all the areas of learning to practise and develop their skills.
203. The very youngest children make outstanding progress in mathematical development particularly with counting, measuring and weighing. This helps them to solve problems in their daily lives and to experiment knowledgeably with numbers.

204. Nearly all children are confident when involved in counting activities in real situations, such as how many are present during registration. They join in number rhymes and songs and match numbers to objects accurately.

205. When older children estimate and subsequently weigh, measure and compare objects, they choose suitable informal units and measuring instruments. Most show in discussion that they fully understand the concepts of ‘full’ and ‘empty’.

**Good features**

206. Most children count to 20 and onwards to a given number confidently. They compare and order two or more objects by direct observation and apply criteria consistently when sorting. They recognise when an object is different and does not belong to a familiar category.

207. Most older children count accurately and have a good understanding of addition and subtraction.

208. Through their play nearly all children confidently demonstrate an understanding of mathematical ideas such as 'big and small' and accurately match colour and shape, for example, when working on the computer.

209. In their role play, nearly all children can demonstrate an understanding that money needs to be exchanged to buy an item. Most older ones recognise coins and use them appropriately.

**Shortcomings**

210. There are no important shortcomings.

**Welsh language development**

**Grade 1: Good with outstanding features**

**Outstanding features**

211. Younger children in the Foundation Phase respond positively to new linguistic experiences and show an increasing awareness and ability in the use of the Welsh language.

212. The majority of children follow a story and respond intelligently. They confidently use Welsh with good pronunciation during whole group sessions. Most use simple words and phrases accurately, for example, when they respond in registration by saying ‘Bore Da’ or in naming colours, numbers and key words connected with the activity they are undertaking. Most children repeat words spoken by adults accurately and understand more words than they speak.
213. Nearly all older children in the reception class consolidate and build on their understanding of Welsh words and phrases. Through this informed and regular use of Welsh within the classroom, they extend their vocabulary and sentence patterns. They are familiar with Welsh words and phrases from the labels within the environment and understand that these have sounds and meaning.

214. Younger and older children listen to simple stories in Welsh understanding the general meaning. Older pupils’ reading skills develop well through reading labels and words around the classroom.

215. Many older children respond quickly and purposefully in a range of situations, which demonstrates their understanding of instructions given in Welsh.

**Good features**

216. Nearly all children join in a number of action songs which extends their Welsh language.

217. Overall, nearly all children have a very positive attitude towards the language and are confident in their responses.

**Shortcomings**

218. There are no important shortcomings.

**Knowledge and understanding of the world**

**Grade 1: Good with outstanding features**

**Outstanding features**

219. Throughout the Foundation Phase children develop an excellent understanding of the world around them through visitors to the school, local visits within their community and beyond, and stimulating, exciting activities which absorb their attention. They show curiosity about the world around them and are confident in making choices and sustaining interest in their activities.

220. During talks by teachers or a range of visitors many children ask interesting questions to gain information. They contribute readily to activities using the interactive whiteboard and record their work carefully.

221. Older and younger children enjoy the weekly walks exploring their immediate environment. They are very aware of seasonal changes affecting trees as well as preparing the ground for planting. All show outstanding curiosity and wonder at the things they have discovered.

222. Across the Foundation Phase the majority of children develop good ICT skills. They use the internet with adult help, use paint programs independently and enjoy programming robotic toys to follow simple instructions.
223. All children are very confident in the school environment and move freely from indoors to outdoors. They make sensible choices about materials and equipment to carry out given tasks.

**Good features**

224. Nearly all children have a developing appreciation of the difference between man-made and natural materials which is enhanced by consistently well planned activities in the outdoors.

**Shortcomings**

225. There are no important shortcomings.

**Physical development**

**Grade 1: Good with outstanding features**

**Outstanding features**

226. Throughout the Foundation phase children make very good progress in developing their physical skills.

227. All the children in the Foundation Phase enjoy exploring their indoor and outdoor learning environments. They develop a good awareness of health, fitness, safety and physical play and control body movements well. Nearly all children become increasingly proficient in exploring different ways of moving and begin to develop basic sequences of movements in their gymnastics and dance. Most show good balance when moving to music and have very good spatial awareness.

228. At different levels nearly all children work safely with each other and with equipment. They have a good awareness of the effect of exercise on their bodies and understand the need to ‘warm up’ and ‘warm down’. All willingly help in moving apparatus and handle it properly when helping to take it out and put it away. Nearly all are confident in exploring the outdoor environment. There is a seamless transition between the indoor and outdoor space.

229. Children grasp writing implements such as crayons and chalks with fingers and thumb properly and gain very good control in using these to draw, create patterns and form letters and words with increasing meaning.

**Good features**

230. Most children develop appropriate manipulative skills. They use scissors correctly to cut on a defined line. Many are able to create recognisable letters, numbers and shapes and outline simple patterns, letters and numbers and shapes on the interactive whiteboard. Most are very competent in using the interactive whiteboard.

231. Most children show good hand-eye co-ordination when using small equipment in the construction corner.
Shortcomings

232. There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features

Outstanding features

233. Nearly all children in the Foundation Phase develop their creative skills well and make outstanding progress.

234. Older children explore and experiment enthusiastically and competently with a very wide range of interesting techniques and creative materials such as clay, paint and chalk.

235. The quality of children’s role play and creative movement right across the Foundation Phase is outstanding and is an integral part of their everyday learning.

236. Most children display good co-ordination and control in their imaginative dance and can refine their movements in response to a change of mood or rhythm. They work creatively and independently and collaborate well with each other to express their own ideas, link their movements and change body shapes.

237. Children across the Foundation Phase are confident, enthusiastic music makers. They experiment readily with percussion, keeping a steady beat and rhythm as they tap, clap, shake and strike. They sing enthusiastically and in tune. Nearly all respond with good attention and delight in their musical activities.

238. All children have very good access to a very wide range of materials, which they use confidently. They make very careful choices about colours and systematically use paints and computer tools to create patterns and pictures.

Good features

239. Nearly all children throughout the Foundation Phase enjoy experimenting with junk and natural materials and fabrics. They compare textures, using appropriate language to describe them.

Shortcomings

240. There are no important shortcomings.
English

Key Stage 1 - Grade 2: Good features and no important shortcomings
Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

241. Younger pupils in key stage 1 read and spell words well matched to their abilities and use the relationship between them to good effect. All respond very well to questioning. The more able work with good levels of independence. They are very confident in their speaking and listening skills and they produce work of a very good standard. Most have a good awareness and understanding of the structure of a story.

242. Most pupils in key stage 1 show good levels of understanding as they read aloud the text provided; overall standards are good and well matched to their ability. Nearly all understand the introduction to a story and can plan and record a relevant ending to it. Most make relevant and imaginative suggestions orally and in written form, and have a good recall of the work of famous authors such as Roald Dahl. They extend their vocabulary well as they write more descriptive sentences and develop good techniques in spelling, as they confidently use their word books and Sound-Write cards.

243. Younger pupils in key stage 2 show good levels of achievement and develop a good understanding of the process of script writing. Those of all abilities show good progression in their reading skills reading text out loud with increasing levels of understanding. Most develop a good understanding of the process of writing and show good levels of achievement as they record their first drafts of the letters they are going to send. Most are able to identify their mistakes and edit their text to correct them. Writing shows relevance to the subject and pupils express themselves descriptively and appropriately. Speaking and listening skills are good and are used to good effect as they discuss their work, their thoughts and how they could improve their expression in letters they write.

244. Older pupils have a good recall of their previous written work. They respond to questions well with detailed, well expressed extended answers. Their awareness of the writing process and the overall development of their writing skills show good levels of progression. They are well aware of the structure of the letters they write and the need to alter the tone and the language used to suit the recipient.

245. In role play most are able to show empathy with the characters within their work as they suitably respond to the letters they receive. Their use of grammar, structure and punctuation develops well. Their use of English is good and they use it to good effect as they write longer, more descriptive sentences. They become more critical in their work and are able to produce writing for a range of reasons identifying bias and balance.

Shortcomings

246. There are no important shortcomings.
Welsh second language

Key Stage 1 - Grade 2: Good features and no important shortcomings
Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

247. The school has a strong Welsh ethos and children show enthusiasm to learn Welsh and engage in conversations. Nearly all are confident in their use of Welsh throughout the day when greeting visitors, in registration and receiving instructions.

248. In key stage 1 pupils respond accurately to phrases such as ‘Bore da’, ‘Eisteddwch i lawr’ and answer accurately questions such as ‘Pwy sy’n cael brechdannau?’ and ‘Pwy sydd yn cael cinio?’ They have a developing vocabulary to express their feelings. For example, in response to ‘Sut wyt ti?’ they answer ‘da iawn diolch’ or ‘hapus’.

249. The majority of pupils communicate clearly and speak with good intonation and pronunciation. They listen well and use clues effectively to understand what they are told.

250. Nearly all younger key stage 1 pupils are able to pronounce, understand and use target words for a theme on ‘minibeasts’, for example, pili pala. Most can use the sentence construction, ‘Mae ……. yn yr ardd’; ‘Rwy’n hoffi ……. ; Dw I ddim yn hoffi ……. 

251. Nearly all older key stage 1 pupils are able to form sentences using the interactive white board depicting various situations encountered on holiday. They are able to use the target words in a complex sentence, for example, ‘Yn y gwyliau es i i’r ….. gyda …….. mewn ….. a gwelais i ……..

252. Across the school, most pupils make appropriate progress in their reading skills as they read captions, their own work and simple reading books. The more able endeavour to read with expression and enthusiasm.

253. In key stage 2, most older pupils progress well in their ability to write independently in Welsh. There are good examples of written work with appropriate attention given to spelling and punctuation.

254. Older pupils in key stage 2 engage in extended dialogue and ask and answer simple questions on a given topic using full sentences. When reading, pupils use their phonic knowledge to sound out words and most read simple texts.

255. Older pupils effectively extend their knowledge of vocabulary and language patterns. They use the negative forms of responses in the singular and plural form correctly.

Shortcomings

256. There are no important shortcomings.
Mathematics

Key Stage 1 - Grade 2: Good features and no important shortcomings
Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

257. Younger pupils in key stage 1 show a good understanding of volume as they use non-standard measurements to work out the capacity of a range of containers. The more able show good levels of independence. They gain a good command of mathematical language which they use to good effect as they work and co-operate together to solve problems. Their use of mental mathematics develops well.

258. Older pupils in key stage 1 have a good understanding of basic fractions. They can pair, position and record halves and identify them in order, successfully labelling them in sequence on a number line to 10. Nearly all know that halves lie mid way between whole numbers and can identify ‘middle’ numbers. They use their knowledge well to solve problems to find half of numbers using shapes and ‘centicubes’. Many understand the concept of dividing and sharing numbers and shapes evenly and fairly.

259. Younger pupils in key stage 2 show good progression in their understanding and use of fractions. Many are able to identify equivalent fractions and to place a range of fractions in order. Their agility in mental mathematics is evident as they successfully count on in fours, sixes and eights. Their understanding of recording and interpreting data through graph work develops well.

260. The majority of older pupils in lower key stage 2 show a good understanding of basic measurement and are able to convert millimetres to centimetres and centimetres to metres and to reverse these operations. Most have a good recall of previous work as they correctly express the approximate size of their hand span or fingertips in relevant units of measurement. This is later used to good effect as they choose the most appropriate unit to estimate and measure a range of lengths of different sizes outside. Most estimate and measure accurately in centimetres. Many are able to record their answers with greater accuracy using a decimal point and are able to round their number up or down to the nearest centimetre. Nearly all show good mental mathematical skills and develop a good understanding of the function of the four rules of number and the associated mathematical language.

261. Older pupils in key stage 2 show good progression in the full range of mathematical skills and use these successfully in a variety of problem solving situations, including those linked to other subject areas. Nearly all measure and record accurately and know that area can be measured in square metres; they have a good understanding of the special concept this represents. They have a good understanding of perimeter and use their knowledge well to discuss problems based on the measurement of regular and compound shapes.

Shortcomings

262. There are no important shortcomings.
**Design technology**

**Key Stage 1 - Grade 2: Good features and no important shortcomings**  
**Key Stage 2 - Grade 2: Good features and no important shortcomings**

**Good features**

263. Nearly all pupils make good use of a wide range of materials and show good precision when cutting, joining materials and measuring.

264. In key stage 1, nearly all pupils successfully construct a ‘slider’ card. Most are able to use scissors well to cut out windows from a sheet of card. They are able to measure, mark and cut to appropriate standards.

265. Younger key stage 2 pupils are able to follow a basic recipe and produce biscuits. They are able to evaluate each other’s work sensibly and sensitively.

266. Older key stage 2 pupils are able to gather information to support their designs, when producing a rotating fairground ride. The designs are of good quality as are the models made using construction materials.

267. Most pupils are able to work to a clear design brief and projects bring a design realism which is enjoyed by pupils. Work is displayed in the design technology room, and in prominent parts of the school, which helps build standards and a concern for quality.

268. By the end of key stage 2, collaborative work is well developed and pupils willingly share and exchange ideas in order to creative effective and innovative designs.

269. Good attention is given to safety in each year group and in all classes.

**Shortcomings**

270. There are no important shortcomings.

**Physical education**

**Key Stage 1 - Grade 2: Good features and no important shortcomings**  
**Key Stage 2 - Grade 2: Good features and no important shortcomings**

**Good features**

271. Throughout both key stages nearly all pupils develop a good understanding of physical education in all four areas of experience, especially in health, fitness and wellbeing. All are appropriately dressed for each activity which nearly all approach in a sensible and well disciplined way.

272. Nearly all younger pupils in key stage 1 are able to recognise a wide range of shapes they can perform in gymnastics. They are aware of the importance of warming their bodies for exercise and understand the process of how and why muscles flex and how this affects their activities. Many show good and at times outstanding levels of achievement in gymnastics; they show good levels of independence preparing for the lessons and make suitable suggestions as to the sequences they will develop and
shapes they will use during them. Many perform these with well practised moves and a few extend their performances with innovative sequences they develop themselves. Most develop a good understanding of peer and self evaluation and are able to suggest what they could do to improve their performances.

273. Most older pupils in key stage 1 continue to develop their understanding of the importance of exercise. They develop their skills well in a range of competitive activities, both indoors and outdoors, including those to develop their skills in throwing, catching and striking a ball. Many achieve well working in pairs and small groups.

274. Most younger pupils in key stage 2 respond well to a range of challenges to develop their athletics skills and show good levels of ability in the skills of throwing as part of their training. Many begin to develop the ability to coach each other in pairs to improve their performance; a few show very good evaluative and coaching skills.

275. Most younger pupils in key stage 2 show good progression in their understanding of health, fitness and wellbeing. They enthusiastically take part in well practised stretching exercises at the start and at the end of lessons and appreciate their importance. Nearly all work well in groups and respond well to music and are able to carry out a series of routines correctly as they dance.

276. Most older pupils in lower key stage 2 show good co-ordination as they bounce and catch balls and extend their skills further adeptly using racquets in basic games of tennis. Nearly all listen well to coaching advice and show enthusiasm and good progression during the lesson.

277. Nearly all older pupils in key stage 2 show good levels of interest and involvement in a range of outdoor activities, including those of an adventurous nature. They work well in teams and most have a good recall of orienteering skills, including map reading and spatial awareness. They all show good levels of independence and are able to evaluate to improve their performance and to coach others.

278. Many pupils throughout the school increase their skills and their appreciation of team work and fair play through a wide range of competitive games and activities both within school and the wider community.

Shortcomings

279. There are no important shortcomings.
School's response to the inspection

280. The headteacher, staff and governors of Crossgates Community Primary School would like to thank the inspection team for their comprehensive and rigorous inspection.

281. We are all pleased with the report and believe that the findings of the inspectors accurately reflect the many outstanding and good features of our school. We are also pleased that the report acknowledges the hard work and dedication of our governors and teachers and the quality of support given by non-teaching staff.

282. We are very proud that the quality of teaching and learning has improved considerably since our last inspection and this gives us the incentive to continue to find new ways of making learning exciting and stimulating.

283. We are delighted that acknowledgement is given to the inclusive practices of the school and especially the recognition that our children are well behaved, well mannered and enthusiastic learners.

284. The Head teacher, staff and governors will address the inspection recommendations and incorporate them into the 2010/2011 School Development Plan.

285. We would like to express our thanks to the Registered Inspector and the team, for the thorough, effective and professional manner in which the Inspection was carried out. We found the inspectors to be courteous and approachable which made the whole process meaningful and constructive.
# Appendix 1

## Basic information about the school

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Crossgates C.P. School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td>Primary including Foundation Phase</td>
</tr>
<tr>
<td>Age-range of pupils</td>
<td>4 - 11</td>
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<td>Address of school</td>
<td>Crossgates, Llandrindod Wells, Powys,</td>
</tr>
<tr>
<td>Postcode</td>
<td>LD1 6RE</td>
</tr>
<tr>
<td>Telephone number</td>
<td>01597 851667</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Mrs Susan Meeke</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>September 2002</td>
</tr>
<tr>
<td>Chair of governors</td>
<td>Mr Andrew Bull</td>
</tr>
<tr>
<td>Registered inspector</td>
<td>Mr Stuart Wormleighton</td>
</tr>
<tr>
<td>Dates of inspection</td>
<td>15th – 17th June 2010</td>
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## Appendix 2

### School data and indicators

<table>
<thead>
<tr>
<th>Number of pupils in each year group</th>
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<tr>
<td><strong>Year group</strong></td>
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<tr>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Number of pupils</strong></td>
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<table>
<thead>
<tr>
<th>Total number of teachers</th>
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<tbody>
<tr>
<td><strong>Number of teachers</strong></td>
</tr>
<tr>
<td>--------------------------</td>
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<tr>
<td>7</td>
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### Staffing information

| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 18.1:1 |
| Pupil: adult (fte) ratio in nursery classes | n/a |
| Pupil: adult (fte) ratio in special classes | n/a |
| Average class size, excluding nursery and special classes | 24 |
| Teacher (fte): class ratio | 1.3:1 |

### Percentage attendance for three complete terms prior to inspection

<table>
<thead>
<tr>
<th>Term</th>
<th>N</th>
<th>R</th>
<th>Rest of school</th>
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<td>92.2%</td>
<td>95.1%</td>
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<tr>
<td>Autumn 2009</td>
<td>-</td>
<td>93.2%</td>
<td>95.1%</td>
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<tr>
<td>Spring 2010</td>
<td>88.4%</td>
<td>92.8%</td>
<td>94.2%</td>
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</tbody>
</table>

| Percentage of pupils entitled to free school meals | 18% |
| Number of pupils excluded during 12 months prior to inspection | 0 |
Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

Crossgates C.P. School
Powys

LEA/School no: 666/2077

School comparative information: National Curriculum Assessments 2009 with benchmarking

Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

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<th>LEA 2009</th>
<th>Wales 2009</th>
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<table>
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<th></th>
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<tr>
<td>Boys</td>
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<tr>
<td>Pupils</td>
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School Performance over time (2005 - 2009)

Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quarter 1: School is in the top 25 per cent.
Quarter 2: School is in the top 25 per cent but not the top 25 per cent.
Quarter 3: School is in the bottom 25 per cent but not the bottom 25 per cent.
Quarter 4: School is in the bottom 25 per cent.

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<tr>
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<th>Median Boundary</th>
<th>Quartile 2</th>
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Notes:
1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinute and show a gap for that year.
This report uses data for 2009 for LEA and Wales comparative information

Crossgates C.P. School
Powys

School comparative information: National Curriculum Assessments 2009 with benchmarking

Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

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School Performance over time (2005 - 2009)

Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

Schools results shown in greyed boxes. Column headings refer to...

- Free School Meal Group
- Less than 8 percent eligible for FSM

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Notes:
1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.
Appendix 4

Evidence base of the inspection

A team of three inspectors spent a total of seven inspector days in the school. The headteacher acted as nominee and a peer assessor was appointed by Estyn. A team meeting was held prior to the inspection.

Inspectors visited and observed:

- Thirty two lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began,
- teachers, governors, support and administrative staff, the school council, eco-committee and groups of children during the inspection; and
- a representative from the local authority.

The team also considered:

- the school’s self-evaluation report;
- twenty-nine responses to the parents’/carers’ questionnaire of which 87% of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection;
- documentation from the LA; and
- samples of learners’ work from across the age and ability ranges.

The inspection team held post-inspection meetings with staff and governors.
Appendix 5

Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stuart Wormleighton</td>
<td>Key questions 1, 2, 5 and 6. English, Mathematics and Physical education</td>
</tr>
<tr>
<td>Registered Inspector</td>
<td></td>
</tr>
<tr>
<td>Ted Tipper</td>
<td>Key question 7 and contributions to key questions 1, 4 and 5.</td>
</tr>
<tr>
<td>Lay Inspector</td>
<td></td>
</tr>
<tr>
<td>Roger Thomas</td>
<td>Key questions 3 and 4 and contributions to key question 1. Foundation phase, Welsh 2\textsuperscript{nd} Language and Design technology</td>
</tr>
<tr>
<td>Team Inspector</td>
<td></td>
</tr>
<tr>
<td>Ann Lloyd</td>
<td>Observing lessons and attending meetings.</td>
</tr>
<tr>
<td>Peer Assessor</td>
<td></td>
</tr>
<tr>
<td>Sue Meeke</td>
<td>Nominee</td>
</tr>
<tr>
<td>Headteacher</td>
<td></td>
</tr>
</tbody>
</table>

Acknowledgement
The inspection team would like to thank the governors, the headteacher, staff, learners and parents for their co-operation and courtesy throughout the inspection.

Contractor:
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