

Summarised inspection findings

Crossroads Primary School

The Moray Council

SEED No: 5206820

06 February 2018

Key contextual information

Crossroads Primary School is situated in the Parish of Grange, near Keith in Moray. The headteacher has been in post for 16 months and is also the headteacher for Rothiemay Primary School. The headteacher is supported by a principal teacher who is based at Crossroads Primary School.

The school roll is 22 children with 15 families. There are two classes, P1-P4 with seven children and P5-P7 with 15 children. Transition at the end of P7 is to Keith Grammar School. Thirty percent of the school's population is from out of zone and is placed by parental choice.

The headteacher was planning to leave this post in December 2017. At the time of the inspection the authority was actively recruiting for a new headteacher.

1.1 Self-evaluation for self-improvement

satisfactory

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

- Staff, parents and children are positive about their school. Staff know and care for the children and families well. Support staff work well with the children in classes and in the playground. Staff, parents and the children show a pride in their school. Stakeholders are given opportunities to have their say about the school. A few changes have been made as a result, such as for homework and the school reward system.
- The headteacher effectively arranges opportunities for staff to look beyond the school in their learning, to work closely with staff in three other local schools ('quad' schools). Staff find this supportive and are eager for the arrangement to continue. Collaborative working such as joint professional dialogue and learning visits to the 'quad' schools enable practice and research to be shared. As a result staff are beginning to use the Benchmark guidance to assess children's progress and to moderate aspects of their practice together. This is supporting staff to develop their professional judgement and a shared understanding of children's progress in achieving Curriculum for Excellence levels.
- Staff are involved in self-evaluation activities focused on improving children's wellbeing and learning and teaching approaches. Staff are at the early stages of implementing priorities such as growth mind-sets and improving homework approaches. They should continue to look beyond the school at best practice and research to inform the school's self-evaluation.

- Staff identify priorities through the school improvement planning process. The improvement plan is shared with parents. There is scope to ensure all stakeholders have ownership of and are fully engaged in the self-evaluation process.
- Staff undertake lead roles, for example, in supporting the children in their councils and committees. Children take on roles within the committees such as chairperson and secretary. However, there is scope for children to be more fully involved in decision making about the school and in their learning.
- Staff are beginning to track and predict children's progress. Children are not always clear about how they can develop the four capacities or what they need to do to improve their learning in literacy, numeracy and across the other areas of the curriculum. Staff should make use of a wide range of interesting learning experiences, which are well matched to meeting the children's needs, to develop the four capacities.
- A range of initiatives are at the early stages of implementation. For example, achieving Right Respecting Schools level one award, developing a growth mind-set, filling the bucket, code of conduct and zones of regulation. There is scope to review the impact of these initiatives on children's learning, particularly for those with additional support needs to ensure well planned assessment and interventions are in place to remove any barriers to success.
- Development of skills for learning, life and work is at a very early stage of implementation. Continue to build on the work started. Staff would benefit from having a skills progression framework linked to the curriculum, such as through outdoor learning, enabling children to build on prior learning. There is scope to explore the children's interests, make use of the local area, parent's skills and local business expertise more to support children to develop these skills and attributes.
- A range of data is available and staff are beginning to make use of this to support how they track and predict progress through the Curriculum for Excellence levels, and set priorities for improvement. A key next step for the school is to improve monitoring and tracking of progress to support all children to make sufficient progress on their prior learning.
- The Parent Council actively supports the work of the school through fundraising activities. A few parents, with staff and children reviewed the school's approaches to homework, which recently resulted in a number of changes. Once the new homework arrangements are established staff, parents and children should evaluate how the changes are impacting on supporting and improving learning experiences for all children. Parents are involved in sharing their children's learning. The headteacher seeks the views of all parents through questionnaires and less formal discussions at school events. For example, most parents tell the school that the 'snapshot' jotters, the 'moving to improving' folders and the improvements to homework are making some difference. The school plans to engage parents more in learning with their children and to further support learning at home.
- All children are members of councils and committees such as eco, health and wellbeing, technologies and the pupil council. Suggestions made by the children are in place such as a suggestion box, breakfast club and changes to the homework. Children are beginning to assess their learning in their 'snapshot' jotters. The use of wellbeing webs support staff to know how children are feeling such as safe and included. Staff are

beginning to take account of this information and the school has introduced a 'blue note' system allowing children to self-refer to meet with the Home School Link worker. We have recommended that parents are informed about these referrals. There is scope to strengthen the impact of the children's participation in self-evaluation activities leading to improvements. Children are less positive about the school's golden time reward system. The school should continue with its plans to develop restorative and solution focused approaches.

- Achievements from school and home are celebrated at weekly assemblies and displayed on the achievement wall. Children enjoy putting forward names of their peers whom they feel should have their achievements celebrated on the wall. Staff should track children's experiences and achievements to ensure equity of opportunity for all children.
- The school, along with the associated schools group, has implemented an effective plan for use of the Pupil Equity Funding to support children and families. This is at the early stages of implementation.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners.

Attainment in literacy and numeracy

- Overall, children's attainment in English language and literacy and numeracy and mathematics is satisfactory.
- Across the school, the majority of children are attaining expected levels in literacy and numeracy. A new authority wide Curriculum for Excellence tracking system is being piloted by the school. The school is in the process of inputting its Curriculum for Excellence data for all children into the new tracking system. The school has yet to analyse whole school Curriculum for Excellence data in relation to national expectations for achieving appropriate levels. Staff are working with the 'quad' schools and are beginning to moderate practice to develop a shared understanding of how well children are achieving in literacy and numeracy. The small numbers at each stage do make it difficult to generalise about overall progress. In working with the children during the inspection we concluded that the majority of children are attaining expected levels in literacy and numeracy.
- **Listening and talking:** Across the school, most children attend well to instructions and explanations during class lessons and group activities led by their teacher. They are nearly always respectful of adults who support their learning. A few children are not always respectful listeners when their peers are talking. They now need to build on the skills of turn taking and actively listening to each other. At the early stages, children are becoming increasingly able to contribute their ideas and opinions in, for example, paired activities with their shoulder partner. They are developing skills in responding to simple questions about what and where to demonstrate their understanding of texts. The majority of children working in first and second level show an awareness of audience and speak clearly. Almost all children are keen to share their personal accounts and to talk about the different roles they have in the school as committee and or council members. Most have a good sense of citizenship and have a view if asked on how they can contribute to the work of their school. Children would benefit from being given more interesting relevant contexts to debate and offer informed conclusions. Too often children are passive learners and are not probed to explain their thinking or respond to questions that promote deep thinking and creative solutions to problems.
- **Reading:** At the early stages, a sample group of children working at the first level could read a section of their homework reading book accurately. They could identify the main characters in the story and explain what was happening in the story. Across the school, most children enjoy reading for pleasure. In their 'snapshot' jotters they complete book reviews outlining why they have enjoyed a particular book. A few older children found some of the reading material provided by the school uninteresting and wanted to have

access to a wider range of texts and written material. Most children are gaining skills in reading for information and reading for understanding. Teachers need to avoid relying so heavily on textbooks and worksheets for these activities. A wider variety of media including online content would motivate children more as they develop their higher order reading skills.

- **Writing:** Children at the early stages are gaining confidence in writing for different purposes. They receive helpful feedback from teachers and they produce work that is mostly neat and well presented. They now need to build on these skills and use real life contexts more frequently. Children at the early stages can identify which Curriculum for Excellence level they are working on and can talk about what they need to do to improve their writing. Children in the upper stages class do not write often enough or cover a wide enough range of genre. They do not always receive timely feedback and the presentation of their work is too variable. Across the school, children need to have regular opportunities to write, for example, reports and accounts in all the areas of the curriculum. Expectations of what children achieve are not consistently high enough. We found some helpful examples of self and peer assessment of writing.

Numeracy and mathematics

- Overall, children are making satisfactory progress in building on their prior learning in numeracy. In a few lessons tasks are not differentiated well or matched to individual learning needs. At times learning is not sufficiently challenging or interesting enough. Children would benefit from greater challenge which supports the development of higher order thinking and problem solving skills. As planned staff should continue to work on improving approaches to learning, teaching and assessment to raise attainment for all children in numeracy and mathematics.
- **Number:** Across the school, children are developing their understanding of addition and subtraction well, and are confident in estimation and rounding numbers appropriately. At early level, children are working with numbers to ten. At first level, children order numbers to 100 with confidence. Working within second level, children are developing strategies for addition, subtraction, multiplication and division of two and three digit numbers. They show an understanding of place value for numbers up to one million. Across the school, children are less confident in mental calculation. A sample group working within second level lacks understanding of fractions, decimals and percentages.
- **Money:** At early level children are confidently recognising coins. At first level, children recognise and match coins to amounts accurately. Children working within second level effectively apply skills to simple money calculations.
- **Time:** Most children working within second level are confident in using computer programs to demonstrate how they easily match 24 and 12 hour times in words and numbers and convert digital times to analogue accurately.
- **Measurement:** At early level, children use non-standard measures such as hand spans, feet and cubes. At first level, children use standard measures for weight, height, length and capacity. Children in a sample group working within first level confidently estimate length and height in metres. Children in a sample group working within second level confidently estimate using metres and centimetres such as height of a door and length of a table. They are able to convert litres and millilitres accurately. They lack confidence in estimating area.

- **Shape, position and movement:** At early and first level, children recognise a range of 2D shapes. A sample group of children working within first level are aware of 3D objects including cubes, cuboids and spheres. They recognise position of objects using coordinates. In a sample group of children working within second level most can identify acute, obtuse and right angles. They identify properties of a few 3D objects such as faces and vertices of cubes, cuboids, triangular and rectangular prisms.
- **Information Handling:** At early and first level, children create bar charts, pictographs and Carroll diagrams of pets. They sort objects up to four categories, explain how the objects are sorted and read information from a diagram.

Attainment over time:

- The school has been gathering assessment data from standardised tests for a number of years. The standardised assessment data provided by the school suggests that almost all children in P2 to P5 are attaining above their chronological age and above the average for The Moray Council. This data shows a slight improvement over time with dips at second level in numeracy and mathematics and a trailing off in recent years. Staff need to make more effective use of the different types of assessment information they have for children to inform their practice and to ensure that the planned activities are focused in raising attainment. Children at all stages, but particularly the early stages would benefit from learning through play. Teachers should use observations of play to inform their plans for future curriculum activity.

Overall quality of children's achievement:

- Almost all children report that they enjoy school. Children's achievements in and out of school are recognised by the school. Children and their parents can inform the school of recent achievements which are then displayed for all to see and celebrate. The school has made changes to arrangements to record good behaviour, success in learning and resolve minor disputes or incidents. According to a few of the children we met during the inspection these arrangements are not entirely satisfactory. All children are members of a committee or group. Children value these opportunities and when given responsibility they take this seriously. The Junior Road Safety Officer (JRSO) group organise competitions and the Pupil Council have had a say in how homework is done. Across the school, children can attend a number of out of school clubs and activities. The school has yet to track children's wider achievements to see who is at risk of missing out.

Equity for all learners:

- The school recognises that there is more they can do to ensure equity for all in learning and achievement. Through their positive approaches to problem solving the school has begun to raise awareness in children of the need for tolerance and respect and adopting an 'I can do' approach to learning. The school should review their systems which promote equity of success and achievement and monitor how effectively they are working for all the children.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91% – 99%
Most	75% – 90%
Majority	50% – 74%
Minority/Less than half	15 – 49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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