

**A report on**

**Crossgates C.P. School**

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

**Date of inspection: June 2025**

**by**

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

## About Crossgates C.P. School

Name of provider	Crossgates C.P. School
Local authority	Powys County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	151
Pupils of statutory school age	125
Number in nursery classes	
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	15.9%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	*
Percentage of pupils who speak Welsh at home	4.8%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2015
Date of previous Estyn inspection (if applicable)	22/11/2016
Start date of inspection	23/06/2025

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

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

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

## Summary

Crossgates C.P. School is a nurturing, inclusive and welcoming environment for all. The headteacher knows pupils and families very well and works tirelessly with staff to help pupils feel safe, secure, and happy in school.

The school provides a good range of exciting learning opportunities that meet the needs and interests of pupils well. Most teachers use questioning effectively and plan activities that enable pupils to develop their literacy, numeracy, and digital skills in increasingly engaging ways. However, opportunities for pupils to develop their literacy and numeracy skills independently are underdeveloped and adults sometimes over direct learning. From an early age, there is good provision for pupils to develop their English, mathematical and Welsh language skills and, as a result, most pupils make good progress during their time at school.

Leaders and staff maintain a supportive environment where well-being, nurture and pupils' social development is prioritised. Most pupils behave well, show respect, and have positive attitudes to learning. However, despite considerable support from staff, the behaviour of a very few pupils occasionally disrupts the learning of others.

The governing body provides good support and appropriate challenge and works well with the headteacher and staff to secure improvement. Leaders have developed a strong ethos of support and teamwork, with staff working well together and sharing responsibilities. An inclusive approach to professional learning for all staff successfully supports improvements in pupils' learning and well-being such as recent work to improve pupils' reading and digital skills.

The school uses a range of self-evaluation processes effectively to identify appropriate areas for development and works well with external partners to support improvements in teaching. However, leaders do not always share effective practice well enough within school to improve teaching and learning consistently.

## **Recommendations**

We have made two recommendations to help the school continue to improve:

- R1. Sharpen self-evaluation processes to identify and share effective practice within school
- R2. Ensure that pupils across the school have more consistent opportunities to develop their literacy and numeracy skills independently

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

## Main evaluation

The headteacher works well with staff, governors, and parents to effectively promote the school's vision of 'growing together, learning forever.' Staff successfully create a nurturing and inclusive learning environment, where pupils feel safe and well cared for. As a result, most pupils show positive attitudes towards their learning and make good progress from their individual starting points.

The school's support for pupils' well-being is a well-established strength. Staff across the school know pupils well and use a range of strategies effectively to support learners and help them to access their work. This supports most pupils to behave well in class and around school. However, the behaviour of a very few pupils sometimes disrupts the learning of others. The school has worked proactively with a wide range of external partners to introduce strategies to support these pupils, but they are not yet fully effective. The school provides a good range of opportunities that positively promote pupils' health and well-being, including their spiritual, moral, social and cultural development.

Teachers have developed an engaging curriculum that takes good account of pupils' interests and develops their communication skills well. Staff are strong language role models and support younger pupils to confidently retell stories and, following a visit by a local climber, discuss the equipment they would need to climb Mount Everest. Older pupils knowledgeably describe the impact of pollution on coral reefs, using a range of technical and descriptive language to share their understanding. The school develops pupils' reading skills well. As a result of a recent focus on professional learning for all staff, younger pupils make strong progress in learning their letters and sounds and use these skills with increasing confidence to develop early reading skills effectively. Older pupils use a range of successful reading strategies to find information and support their work across the curriculum. Most pupils make suitable progress with their writing skills and write for a range of purposes linked to their topic with a suitable degree of accuracy. A consistent, whole-school approach to teaching mathematics supports most pupils to develop as confident mathematicians. Across the school, pupils use a range of strategies such as number lines and practical resources to support their learning, and benefit from a well-planned and progressive approach. Most younger pupils use a secure understanding of number to complete a range of mental and written calculations effectively. Many older pupils use their calculation skills well to solve problems successfully. Most pupils apply their numeracy skills effectively in their work across the curriculum, for example when calculating the area of compound shapes or the profit made from a cake sale.

In most lessons, teachers use questioning effectively to support pupils' learning and provide additional support and challenge when required. Staff provide pupils with useful verbal and written feedback highlighting strengths and areas for development. Most pupils

respond well by correcting spelling and punctuation, and by developing their use of vocabulary. A minority of more able pupils are beginning to improve and refine their writing purposefully.

Teachers plan a range of authentic opportunities for pupils to develop their skills through independent challenges within their topics. Most pupils respond well and engage positively when working independently. However, adults sometimes overly direct learning and focus on pupils completing tasks rather than developing their understanding through questioning. Opportunities for pupils to practise and apply their literacy and numeracy skills independently are under-developed and lack challenge in many classes.

The school has addressed many national priorities successfully, such as developing pupils' Welsh language skills. Most pupils have a positive attitude towards the Welsh language and culture and benefit from a well-planned range of Welsh visitors, competing in the school Eisteddfod and the work of the Criw Cymraeg. Across the school, staff use the language well, with a few benefitting from specific professional learning to develop confidence in using Welsh. Most pupils make appropriate progress in developing their oracy skills, responding with increasing confidence and fluency to questions in Welsh and giving suitable responses.

Leaders and staff ensure that pupils with additional learning needs (ALN) receive good support. They work closely with pupils and their families to meet individual needs, carefully reviewing progress and adjusting provision as required. Staff work effectively with a wide range of external agencies to meet individual pupils' needs, and access beneficial advice from specialist teachers based on the school site. Well-trained staff deliver a range of appropriate interventions to support pupils' emotional and social well-being, as well as their literacy and numeracy skills. As a result, most pupils with ALN and those facing barriers to learning make good progress towards their individual targets.

School leaders use targeted professional learning well to bring about significant improvements in teaching and learning. For example, staff have benefited from opportunities to work with the local authority digital lead to review their planning and understanding of progression. As a result, most pupils develop a good range of digital skills as they move through school. They apply these skills confidently in purposeful and creative ways across the curriculum, for example, when creating websites to advertise a pop-up café.

The headteacher has worked well to develop effective leadership roles and responsibilities and staff complete a range of monitoring activities to evaluate the impact of improvement work. As a result, leaders have a good understanding of progress in developing teaching and learning and identify appropriate next steps for development. This has led to improvements in provision, such as the focus on digital skills, pupils' use of Welsh, and a

whole school approach to teaching mathematics. However, at times leaders do not always recognise strengths within school and this means that opportunities to share effective practice, such as the development of skills in independent learning, are missed.

Governors work closely with the headteacher to support the well-being of staff and pupils. They are well informed about pupils' progress and a programme of regular monitoring activities has developed their ability to act as critical friends and provide challenge. They carefully evaluate the use of grant funding to ensure it provides support for specific groups of pupils and reduces the impact of barriers to learning.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management give cause for concern and have been brought to the attention of the local authority

The school has appropriate arrangements for promoting healthy eating and drinking

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

## **Evidence base of the report**

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

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

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

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

## Appendix 1: Numbers – quantities and proportions

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

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

## Copies of the report

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

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

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

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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