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

High Cross Primary
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High Cross
Rogerstone
Newport
NP10 9AB

06/11/2024

Dear N Pegington

**Interim visit:** October 2024

A team of inspectors recently visited High Cross Primary School to consider how the school has progressed in addressing two of the recommendations from its core inspection in October 2022. Below is a summary of progress against those recommendations.

Leaders and staff have established an effective culture of professional learning and collaboration, as they work towards addressing the school's recommendations. In particular, they have made strong progress towards improving pupils' digital skills. There are appropriate plans in place to secure further improvement against the recommendations.

**Focus of visit**

**Ensure that school development targets are specific and focus sharply on improving outcomes for pupils**

- Since the core inspection, leaders have reviewed and adapted their improvement planning processes to better reflect outcomes from the school's self-evaluation activities. This enables leaders to provide a strong, evidence-based rationale for its improvement activity.
- There are clear high-level priorities that focus well on important aspects of the school's work, such as improving the quality of teaching to ensure that it provides consistent challenge and support that meets pupils' needs.
- The school's priorities reflect its improvement journey since the core inspection. There is an appropriate emphasis on those aspects that still require improvement, such as securing progression in pupils' knowledge and skills across curriculum areas.

- Leaders now identify intended outcomes for pupils' learning and progress as part of school improvement targets. This has helped to raise expectations for pupil achievement across the school. This approach also supports leaders to focus more consistently on evaluating the success of the school's actions by the difference they make to pupils' learning.
- The school pays strong attention to national and local issues as part of its improvement planning process. However, in doing so, at times, leaders identify too many areas for improvement. This makes it challenging for them to ensure that school improvement activity is manageable and sustainable.

**Improve pupils' digital skills**

- There has been an effective whole-school approach to addressing this recommendation. Leaders have collaborated with a range of partners, including local schools, to develop their understanding of the digital skills that pupils need to develop as part of Curriculum for Wales. They used this knowledge to evaluate the quality of provision accurately and to plan improvements.
- The school uses grant funding appropriately to ensure staff and pupils have access to a wide range of digital resources that support the development of digital skills. They have worked with staff to prioritise resources carefully to match digital tools appropriately to pupils' developmental needs.
- Leaders have provided a beneficial two-year programme of professional learning for staff, focusing on one digital skill at a time. Staff have had worthwhile opportunities to share evidence of their teaching and pupils' work with other staff during each half-term. A portfolio that exemplifies pupil progress in the range of digital skills has emerged naturally from this process and is a helpful touchstone for staff.
- The school's collaborative approach to improvement has developed staff confidence, enabled them to learn from one another and supported them to reflect on their own practice. As a result, all staff have improved their teaching across the full range of digital skills.
- Provision for the development of pupils' digital skills is now effective. Teachers have a clear understanding of expectations of pupils' progress. They adapt teaching and learning experiences well to meet pupils' needs according to their stage of development.
- Most teachers model and teach digital skills effectively. They provide purposeful and systematic opportunities for pupils to use and apply their skills across the curriculum. As a result, most pupils become confident and competent users of digital technology.
- Staff encourage pupils to map their own progress in digital skills, by taking responsibility for creating and maintaining online portfolios. Although a fairly recent development, pupils take pride in sharing their work. By Year 6, they talk confidently about the wide range of skills they develop and how they use these to support their learning across the curriculum.
- The school provides worthwhile family learning opportunities for parents to understand how they can support their child with digital learning at home.

- The school's approach to improving pupils' digital skills provides leaders with an effective model of improvement that they might apply to other aspects of their work.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:
http://www.estyn.gov.wales/provider/6802295

Yours sincerely

**Liz Miles**
Assistant Director