

This letter is also available in Welsh.

Mari Jones
Ysgol Gymunedol Croesgoch
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18/02/2025

Dear Mari

Interim Visit: January 2025

A team of inspectors visited Ysgol Croesgoch recently to consider how the school has made progress in addressing two of the recommendations from its core inspection in December 2016. Below is a summary of progress against those recommendations.

During the visit, the team had the opportunity to:

- visit classes
- talk to pupils
- meet with teachers and leaders
- scrutinise pupils' work
- scrutinise documentation

Since the core inspection, leaders have had a very effective influence on strengthening provision to respond to the recommendations below. They acknowledge that there are a few areas where they could continue to improve.

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

Focus of visit

Raise standards in writing, Welsh first and second language and mathematics across the school

- The executive headteacher and staff have a robust vision that supports pupils to develop their Welsh language skills constructively in a Welsh learning environment. Through purposeful co-operation with the governing body, parents and the wider community, pupils model the language skilfully and are proud to speak Welsh as an increasingly natural part of their learning and play. This contributes firmly to supporting pupils across the school to gain confidence in nurturing their bilingual skills by the end of their time at the school.
- Staff work together diligently within the school and beyond in supporting pupils to improve their Welsh oral and literacy skills, along with their numeracy skills. Over time, regular professional learning opportunities for staff have contributed firmly to ensuring an appropriate understanding of effective teaching and learning methods. As a result, most pupils make consistent progress in their skills.
- Teachers and assistants have a supportive working relationship with pupils. They have high and consistent expectations of pupils, which nurtures their enthusiasm and motivation to learn effectively. Through sensitive and consistent encouragement from staff, pupils are keen to learn without fear of failure and develop their vocabulary and sentence patterns constructively over time.
- From their various starting points, most pupils' Welsh speaking skills develop effectively. They enjoy speaking Welsh and see the benefit of learning the language as part of their learning experience, along with their aspirations for the future.
- With effective support from staff, pupils' vocabulary and language patterns develop well as they apply their writing skills across the areas of learning. Staff provide purposeful opportunities for them to gather and collate information in different contexts, supporting them well to write in different genres. Overall, staff provide suitable opportunities for pupils to develop their creative writing skills.
- Most pupils' mathematics skills build consistently in activities that support them successfully to make progress. They challenge themselves and their peers to achieve well across the areas of learning.

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- The interest and enthusiasm of teachers and pupils towards the mathematics and numeracy area of learning is a strong feature of the school. As a result, pupils make sound progress in building on their skills in a diverse range of learning contexts.

Improve the self-evaluation process so that it focuses sharply on raising standards for pupils

- Since being appointed in 2022, the executive headteacher and the staff have developed a good knowledge of the school. Professional learning and careful reflection have enabled the executive headteacher to make informed decision to refine and adapt the school's monitoring and self-evaluation processes.
- Leaders gather information from several sources and use it purposefully. They track pupils' progress effectively and use their findings suitably to identify the areas that are in need of improvement. For example, recently, they have listened to suggestions from stakeholders, scrutinised pupils' books and recognised the need to improve the standard of pupils' English spelling. As a result, they have set decisive steps to address this priority which is already having a positive effect on pupils' skills.
- Teachers and governors contribute constructively to the school's monitoring work by scrutinising books and through regular discussions about the effectiveness of provision. They support each other well and work together effectively as one harmonious team. However, there are few opportunities for teachers to observe each other to emulate effective practices from within the provision.
- Leaders hold regular professional development discussions with staff and organise beneficial training that meets the school's priorities and the professional development needs of individual teachers. After setting a priority to improve pupils' numeracy skills, a series of training sessions were organised to develop teachers' understanding and expectations further. This means that pupils' skills have improved over time and that their enthusiasm and liking for using numeracy across the curriculum is a prominent feature.
- Staff work well with other schools in the area to develop their skills and improve their understanding of how to plan for the curriculum. They discuss the content of pupils' books and develop a mutual understanding of expectations in terms of achievement. As a result, teachers across the school have high expectations in terms of supporting pupils to make sound progress in their skills.

The school's most recent 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/6682270>

Yours sincerely



Liz Miles

Assistant Director