



**Crossroads Primary School
Keith
The Moray Council
23 March 2010**

We published a report on Crossroads Primary School in April 2008. That report set out key strengths of the school and main points for action.

This follow-through report is based on an inspection visit which was carried out in February 2010. It tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents¹. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

A copy of this report has been placed on the HMIE website www.hmie.gov.uk. Where applicable, you will also find analyses of questionnaire returns.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

Contents

1. The school
2. Particular strengths of the school
3. How well do children learn and achieve?
4. How well do staff work with others to support children's learning?
5. Are staff and children actively involved in improving their school community?
6. Does the school have high expectations of all children?
7. Does the school have a clear sense of direction?
8. What happens next?

1. The school

Crossroads Primary School serves the parish of Grange and the surrounding area.

2. Particular strengths of the school

- Children's increased motivation to learn.
- The improved environment for learning.
- Staff's effective use of information and communications technology to support children's learning.
- The success of the headteacher in improving the educational experiences of all children.

3. How well do children learn and achieve?

Children are now more confident. They benefit from increased opportunities to be actively involved in their learning. They now work very well together in small groups and as individuals on tasks and challenges. Across the school, attainment in English language and mathematics has improved. An increasing number of children achieve appropriate national levels earlier than might normally be expected. Children listen very well to each other and adults. They talk knowledgeably about what they are learning and what they want to learn next. In mathematics, children use a range of problem solving skills more effectively. Children now apply their information and communications technology (ICT) skills well to support their learning across a range of subject areas.

Teachers have made significant improvements to their teaching approaches. They make regular and effective use of ICT to support and extend children's learning. They are successfully motivating and encouraging children to think for themselves more often. Teachers have made a good start to using the experiences and outcomes from *Curriculum for Excellence* in their planning and policy making. Staff now involve children and their parents in the planning of the

curriculum. Children regularly review their own progress and set clear targets for themselves in learning booklets. Parents are regularly invited to provide comments in these booklets.

4. How well do staff work with others to support children's learning?

School staff have improved the arrangements for supporting children with additional learning needs. Support staff are now deployed effectively and visiting staff have clearly defined remits. The support for learning teacher works alongside teachers and children in class to provide well-targeted support. Classroom assistants provide well-judged support for a few children with specific learning needs. The school has effective links with other agencies to ensure that children and families receive the right kind of support.

5. Are staff and children actively involved in improving their school community?

Children have an effective role in making their school better. All children are included in the pupil council. The children have helped to refurbish the school gymnasium and have created an attractive library area. Parents and the community have supported their efforts. Children are very proud of their many achievements. These include fundraising events and school shows. The staff team are now more involved in leading aspects of the work of the school. They discuss children's progress regularly with the headteacher. The headteacher now observes lessons. All staff now monitor children's work more closely to ensure children are making progress at the correct pace.

6. Does the school have high expectations of all children?

Teachers and support staff have higher expectations of what children can achieve. Teachers have improved the pace of learning. Children

are achieving very well. They are now more motivated and challenged by the tasks and activities they engage in, both in class and out of doors. Teachers are making better use of real life contexts for learning with a better understanding of how children learn. Children are very well behaved. They show respect for each other and they are polite and well mannered to adults and visitors. The wide range of reward systems used by staff has improved children's confidence in themselves as learners.

7. Does the school have a clear sense of direction?

The headteacher has significantly improved the environment for learning. She has greatly improved the curriculum and the quality of learning and teaching. She has put in place clear and effective systems to monitor and evaluate the work of the school. The education authority has supported the school by providing additional staffing. This has helped the headteacher develop and improve the work of the school more quickly. The school is very well placed to continue to improve.

8. What happens next?

There is clear evidence of improvement and the school now performs better overall. We will make no further visits in connection with the April 2008 report.

HM Inspector: Marion Burns
23 March 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

If you would like to find out more about our inspections or get an electronic copy of this report, please go to www.hmie.gov.uk.

Please contact us if you want to know how to get the report in a different format, for example, in a translation, or if you wish to comment about any aspect of our inspections. You can contact us at HMIEenquiries@hmie.gsi.gov.uk or write to us at BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website www.hmie.gov.uk or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

Crown Copyright 2010
HM Inspectorate of Education