



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

A report on
Cross Ash C.P. School
Cross Ash
Abergavenny
Monmouthshire
NP7 8PL

Date of inspection: June 2016

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 09/08/2016

Context

Cross Ash Primary School is north of Abergavenny in Monmouthshire local authority. It has a wide catchment area that includes several local villages. Around 6% of pupils are eligible for free school meals. This number is well below the national average.

There are currently 195 pupils on roll distributed between seven single age group classes, taught by seven full-time and three part-time teachers. The school admits pupils to the reception class in the September of the academic year that they reach their fifth birthday.

Currently no pupil has a statement of educational needs, but the school identifies around 21% of pupils as having additional learning needs. English is the main home language of most pupils. Very few pupils come from an ethnic minority background. None use Welsh as their first language or receive support for English as an additional language.

The headteacher took up her post in April 2015. Estyn last inspected the school in November 2009.

The individual school budget per pupil for Cross Ash C.P. School in 2015-2016 means that the budget is £3,281 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,918 and the minimum is £2,834. Cross Ash C.P. School is 25th out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- Pupils make good progress in the development of their skills as they move through the school
- Nearly all pupils develop particularly strong oracy skills
- In nearly all cases, pupils display a strong sense of pride and belonging in the school
- Most pupils have positive attitudes towards learning and engage enthusiastically in their tasks
- Teachers plan a range of activities that engage and motivate pupils well
- Working relationships between adults and pupils across the school are strong
- The school's high quality and extensive outdoor area is used successfully to support pupils' learning and wellbeing

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision to build a strong team, share responsibilities effectively and ensure that all staff understand their role in delivering high quality education to all pupils
- The governing body is fully involved in the life of the school and effective in providing challenge and support to senior leaders
- Self-evaluation forms a regular part of the school's life and senior leaders use a wide range of first hand evidence to identify areas for development
- The school uses information from self-evaluation well to set priorities for improvement, focusing on standards and the wellbeing of pupils
- Partnerships with parents and the local community are strong and benefit pupils' wellbeing
- The school deploys staff and resources well to meet pupils' learning needs and extend their experiences

Recommendations

- R1 Raise standards of Welsh oracy in key stage 2
- R2 Provide opportunities for pupils to apply their literacy and numeracy skills more independently and creatively in work across the curriculum
- R3 Strengthen the Welsh dimension
- R4 Ensure that statutory requirements for collective worship are met
- R5 Improve the strategic analysis of school data to plan provision to meet the needs of all groups of pupils

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils enter the school with literacy, numeracy and social skills that are above those expected for their age. They build well on these skills and make good progress as they move through the school. Most pupils with additional learning needs make good progress from their starting points.

Nearly all pupils have good oracy skills. In the Foundation Phase, they listen carefully to other pupils and adults. Most are keen to contribute to discussions and offer contributions that are valuable and thought through well. They have a rich vocabulary, such as when they talk about symmetry, and when making diamond soup and slow worms in their garden. By the end of key stage 2, many pupils speak eloquently on a variety of topics. They are enthusiastic participants in class discussions and this helps to ensure a good understanding of the subjects that they study. For example, pupils in Year 3 clearly express their opinions to others in their group and the rest of the class about whether an octopus is a mini-beast. Nearly all pupils communicate confidently with staff and visitors.

Most pupils make good progress in the development of their reading skills. In the Foundation Phase, they apply their phonic knowledge effectively when reading unfamiliar words. They read stories and non-fiction texts with enthusiasm and increasing expression. Most pupils demonstrate a good understanding of what they read and can make appropriate predictions about what may happen in the story. At the end of key stage 2, most pupils talk knowledgeably about their books, describing the characters and plot well. They read fluently and with enjoyment. They use their reading skills well to research information from books and the internet.

Most pupils develop highly effective writing skills. In the Foundation Phase, they spell simple and more complex words accurately using their phonic knowledge well. Most use capital letters and full stops correctly. A majority understand a wide range of punctuation, such as speech marks, exclamation marks and question marks. They apply this well in their work when, for example, writing a folk tale to describe how the rainbow got its colours. In key stage 2, most pupils build well on these skills. Many use advanced forms of punctuation correctly to add depth and interest to their writing. They use a good variety of sentence starters and connectives to organise their work when writing a persuasive text about how to deal with young offenders. Across the school, most pupils have a good understanding of the features of different forms of writing and apply this knowledge well in their own work. However, they do not use these skills enough to express themselves creatively or to write at length in all subject areas.

Across the school, nearly all pupils develop effective numeracy skills and secure mathematical knowledge. In the Foundation Phase, most pupils use their knowledge of doubling and halving well. A few more able pupils understand and use place value up to 10,000. Most apply the four rules of number well, such as when sharing coins

between four people. They have a good understanding of a range of measures and apply this well. In Year 2, most pupils demonstrate good data handling skills when producing a bar graph to show which habitats around the school are most likely to contain woodlice.

In key stage 2, most pupils build well on the skills that they have developed in the Foundation Phase. They have a good understanding of a range of calculations and can effectively select which to use when solving problems or dealing with real life situations. For example, pupils in Year 4 use both formal and informal methods to add the cost of items purchased in a class shop and to calculate the change from one pound. Most pupils in Year 6 use their knowledge of mode, median, mean and range effectively when handling data. They interpret and create a range of graphs and tables, for example drawing line graphs to show how exercise affects heart rate. When provided with the opportunity, most pupils throughout the school apply their maths skills well across the curriculum.

In the Foundation Phase, most pupils make good progress with their Welsh language speaking skills. Most pupils in key stage 2 continue to use simple greetings and phrases during the school day. However, in general, they do not make sufficient progress with their spoken Welsh. Throughout the school, most pupils develop their Welsh writing skills well. Most older pupils write successfully for an appropriate range of purposes. For example, they write an account of a recent holiday, using the past tense and connectives accurately. At the end of the Foundation Phase, most pupils read at an appropriate level for their age and ability. In key stage 2, many pupils read prepared texts with appropriate expression and generally good pronunciation.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has placed the school mostly in the lower 50% or bottom 25% when compared to similar schools over the last four years. At the higher than expected outcome, the school is mostly in the top 25% or higher 50% for literacy and the lower 50% for mathematical development over the same period.

At the end of key stage 2, pupils' performance at the expected levels in English and mathematics placed the school between bottom 25% and higher 50% when compared with similar schools over the last four years, with no overall trend. Pupil performance in science placed the school mostly in the lower 50%. At the higher than expected level, in all three subjects performance places the school mostly in the top 25% or higher 50%.

Wellbeing: Good

Nearly all pupils display a sense of pride and belonging in the school. Pupils feel safe and are confident that staff will deal with any problems. Nearly all pupils have positive attitudes to keeping healthy and fit. They understand the need to eat and drink healthily and to take regular exercise. They are well behaved and polite, and they co-operate very well with one another.

Most pupils have positive attitudes towards learning and engage enthusiastically in their tasks. They reflect on their learning well and develop an appropriate

understanding of what they need to do to move forward. Pupils contribute to what and how they learn effectively. For example, in the reception class they choose to make a broomstick out of sticks.

Many pupils take on a wide variety of responsibilities in the school, for example as part of the sports council, eco council, and rights respecting school council. The pupil voice is strong and has a positive effect on the running of the school. For example, the school council worked effectively with the governing body to change its policy on healthy eating. As a result, most pupils have good understanding of the importance of making sensible food choices. Older pupils regularly support younger learners with their reading and through pupil led sports and computer clubs. Pupils take part successfully in community activities such as the gardening club involvement with a local horticultural show and the school cycling festival organised with the local sports club. This contributes well to pupils' understanding of how to live a healthy life.

Attendance rates have largely remained steady over the last four years. When compared to similar schools, the school's position has varied, moving it from the bottom 25% to the higher 50%.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school offers a wide range of stimulating learning opportunities that meet all statutory requirements. The curriculum is broad and balanced and engages nearly all pupils well. A good variety of extra-curricular clubs further enriches pupils' learning experiences. The school supports the development of pupils' musical talent well by encouraging them to learn to play an instrument and develop their skills in music.

Teachers plan effectively for the progression of skills in literacy and numeracy and they monitor coverage appropriately. The provision for developing pupils' reading skills is particularly strong. For example, daily guided reading groups are effective in supporting the development of reading across the school. However, there are not enough planned opportunities for children to apply their literacy and numeracy skills independently and creatively across the curriculum. Through specific intervention programmes, the school provides good support for those pupils whose skills are below those expected for their age.

The provision for information and communication technology (ICT) develops nearly all pupils' digital competence well.

Pupils in the school have many useful opportunities to learn about sustainable development and the role they play in society. The school has an active and enthusiastic eco committee who successfully manage to engage their peers in their work. The forest school and vegetable garden support pupils' awareness of sustainability well. Pupils have fewer opportunities to learn about global citizenship.

The school works hard to encourage pupils to use simple Welsh words and phrases throughout the school day, using initiatives such as 'Helpwr Heddil' and the 'Criw

Cymraeg' well. However, overall provision to ensure that pupils make good progress with their spoken Welsh is not as successful in key stage 2. Pupils have useful opportunities to learn traditional Welsh songs such as 'oes gafr eto' and 'Yma o hyd' for the school eisteddfod. However, in general, the school does not provide enough opportunities for pupils to develop their knowledge and understanding of the history and culture of Wales.

Teaching: Good

In most cases, teachers plan a range of activities that engage and motivate pupils well. For example, pupils in Year 6 enjoy listening to the elements of a film sound track and discussing how the director creates mood and atmosphere within the film without using dialogue.

Working relationships between adults and pupils across the school are strong. These are effective in ensuring that pupils are willing to seek clarification and guidance when they need it. In all classes, staff have high expectations of pupils' behaviour and manage the very few instances of poor behaviour well using the school's recently developed behaviour policy consistently.

Teachers use good questioning in nearly all lessons. This supports pupils' learning successfully and challenges misconceptions. They intervene at appropriate points and this helps lessons to move along at good pace in most cases.

In nearly all classes, teachers provide pupils with clear guidance on what they will be learning and how to make their work successful. They provide pupils with good opportunities to assess how well they meet success criteria both during the lesson and at the end of their written work. However, there are fewer opportunities for pupils to assess each other's work.

Teachers' feedback to pupils is effective in providing them with useful next steps in their learning. In the best cases, a few teachers plan useful opportunities for pupils to respond to their marking and further practise specific skills.

The school has effective assessment procedures. Senior leaders and teachers track carefully the development of individual pupils' skills and subject knowledge. They discuss the progress of each pupil regularly. This ongoing process is beneficial in ensuring good progress for all pupils. Annual reports to parents are personal, and they provide useful information on how their children are progressing and what their next steps in learning are.

Care, support and guidance: Good

The school is a caring, supportive community that promotes pupils' health and wellbeing successfully. It provides high quality opportunities for pupils to take regular exercise and encourages healthy eating well. All staff in the school use a clear and consistent approach to maintain high standards of behaviour. The school is successfully developing pupils' awareness of children's rights.

Support for pupils' spiritual, social, moral and cultural development is effective. For example, pupils in key stage 2 have valuable opportunities to take part regularly in adventurous activities outdoors that develop their ability to persevere, relate to others and take risks in real situations. However, the school does not meet requirements for daily worship in all respects, as teachers withdraw a very few pupils for additional support during assembly.

There are strong links with local community partners who help develop pupils' awareness of how to stay safe. For example, the local police liaison officer delivers a programme that raises pupils' understanding of how to make safe choices.

The provision for pupils with additional needs is good. Recent staff training has improved the school's effectiveness in identifying difficulties at an early stage. As a result, intervention strategies are more timely and effective. Individual development plans set out clear targets that staff, parents and pupils review together regularly. As a result, most pupils with additional learning needs make good progress.

The school makes good use of specialist support services such as educational psychology, speech and language therapy and play therapy to support pupils' needs well. There is a beneficial partnership with the high school additional learning needs co-ordinator and this supports smooth transition well.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Pupils have a good understanding of how to keep themselves safe when using the internet.

Learning environment: Good

The school promotes an inclusive, caring ethos. Staff and pupils respect diversity and there is equal access for all to each area of the school's provision. Pupils show tolerance and respect for each other. As a result, nearly all pupils enjoy school and feel included fully in the school and wider community.

The school is set within high quality extensive grounds, developed and designed collaboratively by governors, staff, pupils and parents. These provide beneficial additional outdoor learning areas such as large secluded forest school areas, a pond and gardens where pupils grow their own produce. There are sheltered outdoor classrooms, which teachers use appropriately to support learning in the Foundation Phase. Pupils are encouraged to explore and fully utilise these outdoor spaces, allowing them excellent opportunities for creative play and interaction, particularly at break times. A good range of playground equipment also provides pupils with additional opportunities for active play.

The school's accommodation is of a good standard and provides a bright and attractive secure learning environment for all its pupils. The school has plentiful resources in order to meet pupils' learning needs well and extend their experiences. This includes good quality books, sufficient ICT equipment and a recently purchased set of samba drums.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clear vision to build a strong team, share responsibilities effectively and ensure that all staff understand their role in delivering high quality education to all pupils. She has succeeded in communicating this vision with all stakeholders in the short time since her appointment, creating a vibrant and warm learning community.

The recently established senior leadership team share roles and responsibilities effectively. Regular management and team meetings ensure clear communication between leaders, teachers and support staff, building a supportive and collaborative culture within the school. Subject co-ordinators value the support they receive through the curriculum teams. This helps them to work more effectively.

The headteacher has introduced effective performance management procedures for teaching and support staff. These link clearly to the school's priorities for improvement. This ensures that the school identifies and addresses training and development needs leading to improvements such as the recent focus on supporting pupils' literacy skills.

The governing body is fully involved in the life of the school. Governors visit regularly, undertake learning walks and meet with pupils. As a result, they have a good understanding of the school's strengths and areas for development. This enables them to provide effective support and challenge to bring about improvements, such as the recent development of the Foundation Phase outdoor area.

The school takes good account of national and local priorities, such as improving pupils' literacy and numeracy skills and ensuring that they understand the importance of healthy eating.

Improving quality: Good

Self-evaluation forms a regular part of the school's life. The headteacher ensures that all stakeholders have worthwhile opportunities to share in this. This leads to an inclusive and comprehensive approach to self-evaluation in the school. For example, pupils and governors helped identify the need for a more a consistent approach to behaviour management and were involved successfully in developing and adopting a new policy. This has improved wellbeing and helped contribute to the school's positive ethos.

The headteacher and senior leadership team use a wide range of first hand evidence to identify areas for development. These include regular learning walks, lesson observations, scrutiny of books and analysis of performance data. As a result, leaders have a generally accurate understanding of the school's strengths and areas for development. However, leaders do not always analyse data rigorously enough to identify patterns over time and ensure that the most appropriate provision is in place for all groups of learners, including more able and vulnerable pupils.

The school uses information from the self-evaluation process well to set priorities for improvement, focusing on standards and the wellbeing of pupils. The development plan divides priorities into manageable targets and allocates funding appropriately to support improvements. The headteacher ensures that all staff play their part in meeting the targets through regular reviews at staff and curriculum team meetings. The plan identifies staff training and development needs appropriately, supporting progress well.

Partnership working: Good

The school has strong partnerships with parents and the local community and makes the most of these to benefit pupils. For example, local church leaders take school assemblies regularly, contributing to raising pupils' spiritual awareness. Members of the local community run a lunchtime gardening club, supporting pupils' social and emotional development as well as helping to maintain the school grounds. Local professionals talk to pupils about their work, developing their awareness of the world around them and widening their horizons.

Through regular newsletters and its informative website, the school keeps parents well informed about its life and work. It has a strong parent teacher and friends association, which is very active in raising money to support specific school projects, such as the recent work to improve the Foundation Phase outdoor area.

The school values its partnership with the local cluster of schools greatly. This supports the moderation and assessment of pupils' work effectively as well as providing worthwhile opportunities for subject co-ordinators to share and learn from good practice within the cluster. For example, a recent collaboration between cluster science co-ordinators has resulted in planning more interesting and challenging tasks. This has successfully raised standards in science.

There are well-established arrangements in place to support pupils and their families when they start school, including taster sessions during the summer term. Close links with the local high schools help nearly all Year 6 pupils to feel confident as they approach the transfer to Year 7.

Resource management: Good

The school has enough experienced and well-qualified staff to deliver the curriculum and meet the school's priorities. The headteacher deploys teachers and teaching assistants carefully to make the most of their expertise and to meet the needs of different groups of pupils.

Senior leaders ensure that staff have good professional development opportunities, linked to their performance management. For example, Foundation Phase staff have recently developed their skills and expertise in teaching literacy, leading to improvements in pupils' writing and spelling. Staff share good practice within the school and with their cluster of schools, developing an effective culture of collaboration.

The headteacher and the governing body monitor the school's finances carefully and ensure that spending is in line with the school's priorities. The school uses its pupil deprivation grant appropriately to support targeted pupils' emotional wellbeing and improve their literacy and numeracy skills.

In view of the standards pupils achieve and the quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6792305 - Cross Ash County Primary School

Number of pupils on roll 187
 Pupils eligible for free school meals (FSM) - 3 year average 5.6
 FSM band 1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	19	30	29	28
Achieving the Foundation Phase indicator (FPI) (%)	94.7	90.0	89.7	89.3
Benchmark quartile	2	3	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	19	30	29	28
Achieving outcome 5+ (%)	94.7	90.0	96.6	89.3
Benchmark quartile	2	3	2	4
Achieving outcome 6+ (%)	47.4	46.7	48.3	42.9
Benchmark quartile	1	2	2	3
Language, literacy and communication skills - Welsh (LCW)	*	*	*	*
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	19	30	29	28
Achieving outcome 5+ (%)	94.7	90.0	89.7	89.3
Benchmark quartile	3	3	4	4
Achieving outcome 6+ (%)	52.6	26.7	31.0	42.9
Benchmark quartile	1	3	3	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	19	30	29	28
Achieving outcome 5+ (%)	100.0	100.0	100.0	96.4
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	94.7	63.3	69.0	53.6
Benchmark quartile	1	2	2	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6792305 - Cross Ash County Primary School

Number of pupils on roll	187
Pupils eligible for free school meals (FSM) - 3 year average	5.6
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	27	23	29	28
Achieving the core subject indicator (CSI) (%)	81.5	95.7	93.1	92.9
Benchmark quartile	4	2	3	3
English				
Number of pupils in cohort	27	23	29	28
Achieving level 4+ (%)	81.5	95.7	96.6	96.4
Benchmark quartile	4	2	2	3
Achieving level 5+ (%)	55.6	65.2	51.7	64.3
Benchmark quartile	1	1	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	27	23	29	28
Achieving level 4+ (%)	85.2	95.7	93.1	96.4
Benchmark quartile	4	2	3	3
Achieving level 5+ (%)	51.9	52.2	48.3	53.6
Benchmark quartile	1	2	2	2
Science				
Number of pupils in cohort	27	23	29	28
Achieving level 4+ (%)	92.6	95.7	96.6	100.0
Benchmark quartile	3	3	3	1
Achieving level 5+ (%)	59.3	65.2	51.7	64.3
Benchmark quartile	1	1	2	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	102	100 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98% 98%	2% 2%	
The school deals well with any bullying.	100	92 92%	8 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwllo.
		92% 92%	8% 8%	
I know who to talk to if I am worried or upset.	100	92 92%	8 8%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw l'n poeni neu'n gofidio.
		97% 97%	3% 3%	
The school teaches me how to keep healthy	102	89 87%	13 13%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97% 97%	3% 3%	
There are lots of chances at school for me to get regular exercise.	102	97 95%	5 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96% 96%	4% 4%	
I am doing well at school	99	93 94%	6 6%	Rwy'n gwneud yn dda yn yr ysgol.
		96% 96%	4% 4%	
The teachers and other adults in the school help me to learn and make progress.	101	100 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99% 99%	1% 1%	
I know what to do and who to ask if I find my work hard.	102	98 96%	4 4%	Rwy'n gwybod beth l'w wneud a gyda phwy i siarad os ydw l'n gweld fy ngwaith yn anodd.
		98% 98%	2% 2%	
My homework helps me to understand and improve my work in school.	99	73 74%	26 26%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91% 91%	9% 9%	
I have enough books, equipment, and computers to do my work.	98	88 90%	10 10%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95% 95%	5% 5%	
Other children behave well and I can get my work done.	94	41 44%	53 56%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77% 77%	23% 23%	
Nearly all children behave well at playtime and lunch time	99	69 70%	30 30%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84% 84%	16% 16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno gryf	Agree Cytuno	Disagree Angthynto	Strongly disagree Angthynto'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	79	45 57%	31 39%	2 3%	1 1%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63% 33%	33% 33%	3% 3%	1% 1%			
My child likes this school.	78	55 71%	21 27%	1 1%	1 1%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		73% 26%	26% 26%	1% 1%	0% 0%			
My child was helped to settle in well when he or she started at the school.	78	55 71%	21 27%	2 3%	0 0%	1		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreudd yn yr ysgol.
		72% 26%	26% 26%	1% 1%	0% 0%			
My child is making good progress at school.	79	45 57%	29 37%	4 5%	1 1%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62% 34%	34% 34%	3% 3%	1% 1%			
Pupils behave well in school.	74	36 49%	34 46%	3 4%	1 1%	5		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48% 47%	47% 47%	4% 4%	1% 1%			
Teaching is good.	74	38 51%	34 46%	2 3%	0 0%	5		Mae'r addysgu yn dda.
		61% 36%	36% 36%	2% 2%	0% 0%			
Staff expect my child to work hard and do his or her best.	75	42 56%	32 43%	1 1%	0 0%	3		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65% 34%	34% 34%	1% 1%	0% 0%			
The homework that is given builds well on what my child learns in school.	72	30 42%	37 51%	5 7%	0 0%	7		Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50% 43%	43% 43%	6% 4%	2% 1%			
Staff treat all children fairly and with respect.	72	43 60%	24 33%	3 4%	2 3%	7		Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60% 35%	35% 33%	4% 4%	1% 1%			
My child is encouraged to be healthy and to take regular exercise.	78	50 64%	27 35%	0 0%	1 1%	0		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60% 37%	37% 35%	2% 2%	0% 0%			
My child is safe at school.	77	44 57%	28 36%	4 5%	1 1%	1		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66% 31%	31% 31%	2% 2%	1% 1%			
My child receives appropriate additional support in relation to any particular individual needs'.	67	30 45%	28 42%	8 12%	1 1%	12		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56% 38%	38% 38%	4% 4%	1% 1%			
I am kept well informed about my child's progress.	78	31 40%	38 49%	8 10%	1 1%	0		Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49% 41%	41% 41%	8% 8%	2% 2%			

			Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	79	47 59%	28 35%	3 4%	1 1%	0	Rwy'n teimlo'n esmywyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.		
		62%	31%	5%	2%				
I understand the school's procedure for dealing with complaints.	65	25 38%	34 52%	5 8%	1 2%	13	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.		
		49%	42%	8%	2%				
The school helps my child to become more mature and take on responsibility.	75	42 56%	30 40%	2 3%	1 1%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.		
		58%	40%	2%	0%				
My child is well prepared for moving on to the next school or college or work.	53	27 51%	23 43%	2 4%	1 2%	25	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.		
		52%	41%	5%	1%				
There is a good range of activities including trips or visits.	79	49 62%	30 38%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.		
		54%	39%	6%	1%				
The school is well run.	75	40 53%	31 41%	2 3%	2 3%	4	Mae'r ysgol yn cael ei rhedeg yn dda.		
		62%	33%	3%	2%				

Appendix 3

The inspection team

Jonathan Wright	Reporting Inspector
Sheila Margaret Birkhead	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Emma Claire Laing	Peer Inspector
Laura Perrett	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.