



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**High Cross Primary  
High Cross Drive  
High Cross  
Rogerstone  
Newport  
NP10 9AB**

**Date of inspection: November 2013**

**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:

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

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

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## Context

High Cross Primary School is in the Bassaleg area just north of Newport. It is a maintained primary school for 220 pupils aged five to 11 years. There are eight classes and all but one are single-age classes. There is a private nursery on the school site, but the school will establish its own nursery provision from September 2014.

Currently, about 21% of pupils are entitled to free school meals, which is around the average for primary schools in Newport and Wales. The school has identified about 20% of pupils as having additional learning needs, including a few who have statements of special educational needs.

Pupils' ethnicity is largely white British (88%) and the remainder are mostly of mixed or Asian ethnicity. Around 7% of pupils have English as an additional language. No pupils speak Welsh as a first language at home.

The last inspection of the school was in December 2007. The current headteacher was appointed three months before the last inspection.

The individual school budget per pupil for High Cross Primary in 2013-2014 means that the budget is £3,619 per pupil. The maximum per pupil in the primary schools in Newport is £9,457 and the minimum is £2,804. High Cross Primary is 18th out of the 48 primary schools in Newport in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Excellent</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school's current performance is excellent because:

- pupils make very good progress from their starting-points;
- there is a consistent track record of high performance by pupils at the end of key stage 2 when compared with that in similar schools;
- pupils with additional learning needs make strong progress due to well-targeted support;
- pupils' skills in literacy and numeracy are good;
- the quality of assessment and tracking of pupils' progress is very effective;
- the curriculum is interesting and engages pupils' interest well;
- the support and guidance that pupils receive is very good; and
- the interventions aimed at developing pupils' skills in literacy and numeracy are highly effective.

### Prospects for improvement

The school's prospects for improvement are excellent because:

- the analysis of performance data is very detailed and the systems for tracking pupils' progress are very effective;
- there is a strong, professional learning culture among staff;
- leaders have established high professional standards for all staff;
- the level of team-working is very high;
- the management of the wide range of intervention programmes is good;
- performance management systems identify areas for staff development and tackle any underperformance very effectively;
- self-evaluation processes are wide-ranging and identify strengths and areas for development accurately; and
- improvement planning is effective and has delivered significant gains in pupils' learning and improved aspects of provision very well.

## Recommendations

- R1 Improve further pupils' Welsh language skills in key stage 2, especially in reading and writing
- R2 Improve further pupils' understanding of letters and sounds in the Foundation Phase
- R3 Improve attendance

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the implementation of the plan. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Excellent

#### Standards: Excellent

On entry to the school, the majority of pupils have skills that are average or above average for their age. There is a small, but increasing, number of pupils who start school with complex and significant learning needs, including autistic spectrum disorder.

Pupils' speaking and listening skills are very good throughout the school. From an early age, pupils respond very well to teachers' questions. They offer interesting and creative responses in the Foundation Phase and many pupils display a suitably wide range of vocabulary when describing how they feel or describing objects in the classroom. Most pupils have suitable listening skills and they respond very well to stories and to the imaginative and stimulating prompts from teachers and support assistants. The speaking and listening skills of pupils in key stage 2 are very strong. Many pupils listen very well and make observations that link well with previous comments from other pupils. More able pupils often use spoken language skilfully and speak confidently in extended sentences with precise and effective use of language.

Pupils' reading skills develop well in the Foundation Phase. Most pupils have a good understanding of the relationships between sounds and letters and they can use this knowledge to good effect when tackling unfamiliar words. However, a few do not pick up the sounds within words well enough. This means they do not use their phonic knowledge to blend sounds confidently. In key stage 2, pupils respond very well to the literature-based themes in classes. They have good reading skills and many read for pleasure. Most read accurately with a good degree of fluency. Most pupils can extract relevant information from a range of texts and other sources well. They use applications within tablet computers effectively to skim and scan for information. More able readers tackle complex fiction and non-fiction texts confidently, and at a level well above the average for their age.

Pupils' emergent writing develops effectively in the early part of the Foundation Phase. By Year 2, most pupils can write simple accounts and stories. They are beginning to use their knowledge of language patterns in stories and other texts well within their own written work. Their range of vocabulary is wide and they use a suitable range of connectives. In key stage 2, pupils write readily as an aid to their learning. They take notes quickly on white boards and in their books. They write well across the curriculum, especially in science where they explain processes and write in detail about their experiments. Pupils' written work that focuses on explaining their thoughts and feelings is particularly effective.

Pupils' numeracy skills develop appropriately in mathematics lessons. Pupils in the Foundation Phase are developing a sound understanding of the number system. They count forwards and backwards reasonably well and understand the concept of the number line. Most can add on and take one away from a number, and they can

add pairs of numbers to make 10. Many can put objects into equal groups. By Year 2, many have developed some simple halving and doubling strategies. The more able estimate well, for example when measuring objects. In key stage 2, most pupils' have good number skills. Most have a secure grasp of place value and can multiply and divide using decimals reasonably well. By Year 6, they have a sound grasp of fractions, statistical averages and simple probability. In work across the curriculum, pupils do not always use their knowledge of mathematics confidently enough when tackling problems. For example, in science they do not use decimals and rounding to make sensible estimates when studying the growth of trees on the school site.

Pupils' skills in Welsh develop well from the start of the Foundation Phase. Pupils respond appropriately to simple instructions in Welsh and they develop a reasonable degree of confidence when using simple Welsh words and phrases. In key stage 2, pupils' speaking and listening in Welsh is good in Welsh lessons. Very skilful specialist teaching across the phase supports particularly good standards in pupils' oral Welsh, especially among more able pupils. More able pupils continue to speak with reasonable confidence outside of Welsh lessons, but other pupils do so much less successfully.

In 2013, the performance of pupils at the expected outcome (outcome 5) at the end of the Foundation Phase in literacy, language and communication skills and in mathematical development is good. The pupils' performance in these learning areas places the school in the upper 50% when compared with similar schools. The school is in the lower 50% for pupils' personal and social skills. At the higher-than-expected outcome (outcome 6), the school is in the upper 50% when compared with similar schools in all three learning areas.

In 2013, the performance of pupils at the expected level (level 4) at the end of key stage 2 is excellent in English, mathematics and science. The pupils' performance places the school in the top 25% when compared with similar schools for all three subjects. The school has performed consistently at this high level in English over the last four years. It has also been either in the top 25% or the higher 50% in mathematics and science over the same period. At the higher-than-expected level (level 5), the school's performance in 2013 also places it in the top 25% in all three subjects. It has been in the top 25% in all three subjects for the last three years.

There were significant gaps four years ago between the achievements of pupils entitled to free school meals and other pupils, and between the achievement of boys and girls. These have reduced greatly as a result of excellent work by the school to ensure that all pupils achieve as well as they can. In 2013, there was very little difference between the attainments of these groups.

The progress of pupils with additional learning needs is often excellent. The school identifies pupils who are falling behind very early and puts in place highly effective intervention programmes that help them to catch up. As a result, a high proportion achieve the expected level at the end of key stage 2 who might otherwise not have done so.

**Wellbeing: Adequate**

Nearly all pupils have a sound understanding of how to live healthily by eating a balanced diet and by leading an active life. Pupils feel safe in school and they show a good level of respect for each other and the learning environment. Their social, moral and social skills are developing well, particularly among older pupils.

Pupils' opinions and views play an increasingly important part in school life. Through the school improvement group, pupils are beginning to shape the direction of their own learning by researching the effectiveness of the use of the outdoor environment. Pupils are involved in evaluating their topics and their views influence teachers' planning. They have developed valuable and productive links with local businesses and a community group to improve their local environment.

Pupils co-operate well with teachers, support staff and with each other. They are keen to learn and engage in tasks with enthusiasm and interest. Their concentration in lessons is good and they persevere when they face difficulties with their work. From an early age, they follow classroom routines well. They move appropriately between focused and enhanced provision in the Foundation Phase. Pupils' behaviour in classes and around the school is very good. Peer mediators, classroom charters developed by pupils and effective development of pupils' social and emotional skills by staff, contribute effectively to responsible and mature attitudes among many pupils. Pupils engage very enthusiastically with a wide range of interesting activities in classrooms and in the outdoors.

The school's overall attendance rate last year was just under 94%. This was the highest rate achieved over the last four years. However, it still placed the school in the bottom 25% when compared with similar schools. In the previous three years, attendance has been in the lower 50% or bottom 25% when compared with that of similar schools. This is a significant shortcoming.

<b>Key Question 2: How good is provision?</b>	<b>Excellent</b>
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### **Learning experiences: Excellent**

The school plans a wide range of interesting and challenging learning experiences that provide pupils with a broad and balanced curriculum. A particular strength of the school is the way in which it meets the needs of different groups of pupils very effectively. The curriculum also meets the needs of pupils with additional learning needs very well. As a result of highly effective intervention programmes, pupils receive support of excellent quality. Classroom teachers direct the support work very closely and carefully, and learning support assistants deliver the intervention programmes skilfully. This means that most pupils that teachers have identified as falling behind, catch up and achieve at the expected level for their age by the end of key stage 2.

Pupils in both key stages make regular and effective use of the outdoor learning environment, which further enriches the curriculum and impacts positively on their learning. The school has established and planned effective links between the forest school work and the science curriculum, especially in key stage 2. Pupils are very excited by the learning opportunities they receive in classes and in the outdoor



environment, and they achieve very well as a result of their full engagement in their work.

The school makes effective use of visits and visitors to enhance the pupils' learning experiences. A good range of extra-curricular activities contributes well to the school's overall provision.

Teachers plan engaging and interesting activities for pupils to develop their literacy, numeracy and information and communication technology (ICT) skills across the curriculum. They ensure that pupils build on their skills in a structured and progressive way as they move through the school. The use of themes and literature-based approaches to learning are often very effective.

There is good provision to develop Welsh language skills through formal lessons. Teachers regularly use incidental Welsh to promote the language in informal situations, but pupils are not always confident in using Welsh with visitors beyond simple greetings. The provision for the Welsh dimension across the curriculum is good.

The school provides pupils with a wide range of opportunities to learn about sustainability and global citizenship. Pupils have a very good knowledge of environmental issues and the importance of sustainability that derives from careful planning of their learning within the wider curriculum. Links with schools in other countries have deepened their understanding well, for example with a school in Belgium through a Comenius project funded by the European Union.

### **Teaching: Excellent**

Teachers plan creative and interesting lessons that engage pupils' interest and enthusiasm well. They plan and direct the work of learning support assistants very effectively. Teachers' planning takes good account of pupils' needs and abilities and they adapt the work undertaken by pupils well both in the class and in support groups outside the classroom. The level of expectation about what pupils can achieve is appropriately high. Teachers make sure that all pupils participate actively in pair, group and whole-class discussions. They set out the skills that they are going to teach clearly and they relate them well to the requirements of the national literacy and numeracy framework.

Teachers promote oral work of high quality through very effective questioning. They probe pupils' understanding and encourage them to extend their answers well. Teachers use a wide range of approaches, and they vary the stimulus and activities from lesson to lesson very skilfully. They integrate ICT appropriately and effectively into many of the lessons in a natural way. Teachers in the Foundation Phase and throughout key stage 2 make effective, regular use of the outdoors to develop pupils' learning, especially in science. Observation of classes and the evidence within pupils' books shows that teachers use a suitable range of teaching approaches, especially to support the development of pupils' literacy skills.

The quality of assessment is very good. Teachers' marking carefully draws out the positive features in pupils' work. They make detailed comments on how well pupils

have achieved the learning objectives and they set out manageable targets for pupils to improve their work next time. Pupils often respond positively to the feedback from teachers. The tracking of pupils' achievements is very detailed and thorough and covers a wide range of aspects that affect pupils' progress. The assessment and tracking of factors that affect pupils' social and emotional wellbeing are particularly strong features. The tracking of pupils' skills against the requirements of the literacy and numeracy framework is very good. Teachers use a wide range of tracking information to identify pupils requiring support at an early stage. The information guides the delivery of support programmes very well. As a result of regular, very detailed and wide-ranging assessment, there is a strong track record of pupils receiving well-targeted support. In many cases, this has helped pupils to make significant gains from low-starting points and to catch up with their peers.

The school's annual reports to parents keep them well informed about their children's progress across the curriculum. They set out appropriate targets for pupils to help them to make the next steps in their learning.

### **Care, support and guidance: Good**

The school is a caring and welcoming community where staff place a strong emphasis on the wellbeing of their pupils. Teachers emphasise the safety of pupils well and there are effective strategies to encourage good behaviour. The school has appropriate arrangements to promote healthy eating and drinking.

Staff encourage pupils to work collaboratively with each other and to show respect, care and concern for others. Learning experiences promote pupils' personal development, including their spiritual, moral, social and cultural development appropriately.

Provision for pupils with additional learning needs is a very strong feature of the school. The school provides carefully-planned, well-targeted support for identified pupils through a wide range of intervention programmes. These have had a positive impact on improving standards have also helped pupils to make significant improvements in their attitudes, behaviour and self-esteem. Targets in individual education plans are in place to monitor and to evaluate the progress of individual pupils.

The school has improved its provision for pupils with autistic spectrum disorder well. Staff have received appropriate training and pupils with the disorder currently integrate well into the life and work of the school. There are positive handling plans in place and all staff have received appropriate training to help them deal with potentially challenging behaviour. The capacity of the school to support pupils with speech and language therapy needs is good.

Where a pupil's attendance falls below an acceptable level, the school responds appropriately. The school has supported robust action by the local authority in response to persistently high levels of absence by a very few pupils. However, the school does not always do enough to improve attendance overall.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school is a supportive and inclusive environment where pupils' opinions and their individual contributions to school life receive high priority from teachers and other staff. Staff within the school value all pupils, treat them fairly and celebrate their achievements well.

The school has developed the outdoor environment very successfully to provide a stimulating and vibrant area in which pupils can learn and explore nature. The buildings are well maintained, but the separate canteen area is cramped and noisy at lunchtimes. The school makes effective use of the limited space available in some parts of the older building to teach a variety of intervention groups. There is a substantial supply of resources of good quality to assist learning, particularly in the well-stocked library, which many pupils use and enjoy. The classrooms and communal areas within the school have vibrant and colourful display of pupils' work.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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### **Leadership: Excellent**

The headteacher leads the school very effectively. He has accomplished much, since the time of the last inspection, in improving the school. He has communicated a clear vision to all staff, governors and parents about his expectations for improvement. He has planned and organised very proficiently to meet the ambitious targets he has set. All staff share a corporate commitment to attain and to meet these targets. The senior management team works exceptionally well together. They have played a key role in promoting a very effective, professional learning culture throughout the school, which supports the achievement of high standards. Staff know their roles and responsibilities well and how they can contribute to the school's success.

Throughout the school, teachers work very well in subject-specific teams. They plan very effectively to identify areas for development and put in place effective plans to meet targets. There are very innovative arrangements to guide performance management and the professional development of teachers. These link closely to the school's agreed priorities.

The governing body is knowledgeable about the school and receives a high level of information and insight into its strengths and areas for development. It is an active, reassuring partner in judging the school's progress and strategic priorities. Governors hold leaders and managers to account well.

The school responds well to local and national priorities. The Foundation Phase is well established. There are strong standards in literacy and the school has closed the gap very effectively between the achievements of different groups of pupils, for example those entitled to free school meals and others. The forest school work

extends well throughout the school and develops pupils' awareness of ecological issues very well. Pupils have a strong voice in judging the quality of education provided and in suggesting improvements.

### **Improving quality: Excellent**

The school has a strong ethos of continuous improvement that is well established and that informs strategic planning effectively. There is a clear focus on improving outcomes for pupils through a very effective cycle of review. This concentrates appropriately on standards, the quality of teaching and the effectiveness of the curriculum. A particular strength is the way that senior leaders update and modify the school improvement plan continuously in the light of emerging information and analysis. The school has very rigorous and robust systems to collect, analyse and evaluate information from a wide range of reliable sources. Staff use performance data very proficiently to inform improvement planning and to assess standards. The school judges the success of intervention programmes appropriately based on assessment of pupils when they start compared to when they finish. It tracks the achievements of identified groups of pupils very well.

The self-evaluation process involves all staff, parents, pupils and others with an active involvement with the school, on a termly basis. Its impact on raising standards and in promoting a shared corporate direction for the work of the school is very clear. All staff use the school improvement plan productively to drive forward progress to meet agreed priorities. All team meetings have school improvement as a focus, and identified staff have a key role in implementing clearly defined actions. The school has very strong learning communities where staff share best practice within teams. All staff reflect well on their own practice and evaluate their impact on pupils' learning and wellbeing regularly and effectively.

The school has a very strong track record of implementing improvements. Actions undertaken over the last four years have led to substantial improvements in key areas. These include large gains in boys' achievements at the end of key stage 2, closing the gap between the achievements of free-school-meal pupils and others, and helping pupils who are falling behind to catch up effectively.

### **Partnership working: Good**

The school has an extensive range of effective partnerships. The multi-agency support from the local authority is particularly strong. Staff engage with parents well. They feel welcome within the school and appreciate the approachability of all staff, including the headteacher. However, the school does not always inform parents well enough about the contribution of outside groups to the religious education curriculum.

Well-established transition arrangements help to prepare pupils for entry to the nursery and for the transfer to secondary education. The partnership with the local secondary school is very good. There is close working with other local primary schools to agree standards. The school shares its practices actively with other schools locally and nationally. There are strong links with local churches and other organisations in the community. A few local businesses support successful enterprise initiatives, which enrich pupils' learning experiences well.

**Resource management: Excellent**

The school deploys teachers and learning support assistants effectively to make the best use of their knowledge and expertise. There are appropriate arrangements in place for teachers' planning, preparation and assessment time. All support staff make a valuable contribution to pupils' learning across the school. The school has maximised its use of the available accommodation very well, especially to deliver intervention programmes for pupils. A few of the classes in key stage 2 are relatively large for the size of the rooms, but staff manage their classrooms very effectively and pupils' excellent behaviour and attitudes to learning limit any difficulties that might occur. The headteacher and the governing body manage the budget efficiently to meet the priorities identified in the school improvement plan. The school uses its overall resources very well.

Given the quality of education provided and the standards achieved by the end of key stage 2, the school gives excellent value for money.

## Appendix 1

### Commentary on performance data

In 2013, the performance of pupils at the expected outcome (outcome 5) at the end of the Foundation Phase in literacy, language and communication skills and in mathematical development is good. The pupils' performance in these learning areas places the school in the upper 50% when compared with similar schools. The school is in the lower 50% for pupils' personal and social skills. At the higher-than-expected outcome (outcome 6), the school is in the upper 50% when compared with similar schools in all three learning areas. However, the school's performance in these assessed learning areas was below the average for its family of schools at outcome 5 and outcome 6.

In 2013, the pupils' performance places the school in the top 25% for English, mathematics and science when compared with similar schools. The school has performed consistently at this high level in English over the last four years. It has also been either in the top 25% or the higher 50% in mathematics and science over the same period. At the higher-than-expected level (level 5), the school's performance in 2013 also places it in the top 25% in all three subjects. It has been in the top 25% in all three subjects for the last three years.

While there were significant gaps between the achievements of pupils entitled to free school meals and other pupils three years ago, these have reduced significantly.

In 2013, there were only slight differences in the performance of boys and girls in achieving outcome 5 or outcome 6 at the end of the Foundation Phase. At the end of key stage 2, all boys and girls achieved level 4 in 2013. The gap between the proportion of boys and girls achieving level 4 in writing has reduced significantly over the last four years. Where the proportion of boys achieving level 4 in writing was once 36 percentage points lower than that of girls, it has been on a par with girls' (100% at level 4) for the last two years. The increasing trend in the proportion of boys achieving level 5 in mathematics is also particularly strong, rising from 33% four years ago to 70% last year.

There was little difference in the achievement of outcome 5 at the end of the Foundation Phase between pupils entitled to free school meals and others in 2013. At the end of key stage 2, the two groups performed equally well in achieving level 4. However, at the higher outcome or level, pupils entitled to free school meals tend not to attain as well as others.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

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.	139	138 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	139	119 86%	20 14%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	139	120 86%	19 14%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	139	139 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	139	138 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	139	133 96%	6 4%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	139	139 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	139	120 86%	19 14%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	139	129 93%	10 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	139	137 99%	2 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	138	90 65%	48 35%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	139	125 90%	14 10%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	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'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	30	18 60%	12 40%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	22 73%	8 27%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	30	22 73%	7 23%	1 3%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	30	17 57%	13 43%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	30	11 37%	16 53%	0 0%	1 3%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	30	12 40%	16 53%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	30	16 53%	12 40%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	30	14 47%	16 53%	0 0%	0 0%	0	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	30	15 50%	11 37%	1 3%	1 3%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	16 53%	14 47%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	30	16 53%	13 43%	1 3%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	28	15 54%	10 36%	1 4%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	30	10 33%	17 57%	2 7%	1 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	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.	30	17 57%	12 40%	1 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	30	14 47%	14 47%	1 3%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	30	15 50%	15 50%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	7 26%	12 44%	1 4%	0 0%	7	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	30	12 40%	16 53%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	29	15 52%	14 48%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

## Appendix 3

### The inspection team

Barry Norris	Reporting Inspector
Kathryn England	Team Inspector
Deirdre Mary Emberson	Lay Inspector
David Edwards	Peer Inspector
Carl Sherlock	School Nominee

## Copies of the report

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

### 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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.