

**Inspection under Section 28 of the
Education Act 2005**

A report on the quality of education in

**Cross Ash Primary School
Cross Ash, Abergavenny
Monmouthshire
NP7 8PL**

School number: 6792305

Date of inspection: 30/11/09

by

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Introduction

Cross Ash Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Cross Ash Primary School took place between 30/11/09 and 02/12/09. An independent team of inspectors, led by Stephanie James, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions	Half/around half	close to 50%
Most	90% or more	A minority	below 40%
Many	70% or more	Few	below 20%
A majority	over 60%	Very few	less than 10%

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection.

All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection

Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 National Curriculum covers four key stages as follows:

Key stage 1	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

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Context

The nature of the provider

1. Cross Ash Primary is a community school that was opened in 1991 and is administered by Monmouthshire Local Authority. It is situated in a beautiful rural setting to the north of Abergavenny and Monmouth and has a very wide catchment area that includes several villages. Approximately 88 per cent of pupils are transported to school by bus and less than three per cent live in Cross Ash village. The social and economic circumstances of pupils attending the school are relatively advantaged. Most pupils come from farming and/or professional families. Less than one per cent of pupils are currently entitled to free school meals, which is well below the Wales average of around 17 per cent and the Local Authority average of about 10 per cent.
2. The school caters for pupils from 4 to 11 years. Children start school in the September following their fourth birthday. There are currently 174 pupils on roll in seven classes. The attainment of many pupils on entry to school is at, or above, the local and national average. Nearly all pupils are of white ethnic origin and speak English at home. No pupils are learning English as an additional language or speak Welsh at home. Eleven per cent of pupils are on the school's register of special educational needs (SEN). This is well below the national average of approximately 20 per cent and no pupil has a formal statement of SEN.
3. The school was last inspected in November 2003. Since then, there have been several significant changes of staff. A new head teacher was appointed in April 2009 and the deputy head took up his post in 2006. Another three teachers have also joined the school since the last inspection.
4. The school has gained a number of awards in recognition of its achievements in several aspects of its work. These include Investor in People status, the Basic Skills Agency Quality Mark, the Eco Schools Silver Award and it is working towards the fourth stage of the Welsh Healthy Schools scheme. In June 2009, it was the second primary school in Wales to achieve the National Association of Able Children in Education (NACE) 'Challenge Award' in recognition of its provision for more able and talented pupils.

The school's priorities and targets

5. The school's vision is:

“for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.”
6. Its main aims are to:
 - develop independent learners to meet the challenges of the 21st century;

- help pupils acquire knowledge, skills and practical abilities, especially those of problem solving, investigating, thinking skills and effective use of language;
- help pupils to appreciate and enjoy achievement in music, art, science, ICT, technology, literature and sport;
- help pupils appreciate the world in which they live and to recognise the interdependence of individuals, groups and nations and their own responsibility;
- encourage all sections of the community to be involved in the life of the school and for the whole school to be involved in the life of the local and worldwide community.

7. Key priorities in the current School Development Plan 2009-2010 are to:

- continue to develop and implement the Foundation Phase and Curriculum 2008;
- further develop the principles of assessment for learning to ensure consistency and opportunities for self and peer assessment;
- achieve the Eco Schools Green Flag Award;
- raise pupils' awareness and appreciation of cultural diversity;
- further improve standards of teaching and learning in information and communications technology;
- further improve the bilingual skills of pupils and staff.

Summary

8. Cross Ash Primary is a good school with outstanding features in many aspects of its work. It very successfully achieves its vision for all pupils to become, "confident, secure, caring individuals who achieve personal success and develop a love of learning". The school has continued to build very effectively on its strong traditions and develop the high quality of its educational provision during a period that has seen several changes in staffing, including a new head teacher.

Table of grades awarded

	Key Question	Inspection Grade
1	How well do learners achieve?	Grade 1
2	How effective are teaching, training and assessment?	Grade 1
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4	How well are learners cared for, guided and supported?	Grade 1
5	How effective are leadership and strategic management?	Grade 1
6	How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7	How efficient are leaders and managers in using resources?	Grade 1

Standards

9. All pupils make good, and often outstanding, progress in developing their knowledge, understanding and skills as they move through the school. They achieve very well, irrespective of their social background.
10. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
11. The achievement of pupils with special educational needs (SEN) is good with outstanding features. Most pupils of average ability achieve well and attain expected learning goals. More able pupils achieve extremely well across the curriculum and often produce work of high quality.
12. In the 2009 National Curriculum (NC) teachers' assessments at the end of key stage 1, 100 per cent of pupils attained the expected level 2 or better in the three core subjects of English, mathematics and science combined, the core subject indicator (CSI). This compares extremely well with 81 per cent of pupils attaining the CSI nationally and 86 per cent in Monmouthshire. Girls and boys performed equally well.
13. In comparison with similar schools (those with less than 8 per cent of pupils eligible for free school meals), the percentage of pupils at the end of key stage 1 who have attained the CSI over the last four years has been consistently above that of other schools. The percentage of more able pupils in key stage 1 attaining the higher level 3 in 2009 was well above national and Monmouthshire figures in all three core subjects.
14. In the 2009 NC teachers' assessments at the end of key stage 2, 93 per cent of pupils attained the expected level 4 or better in English and 96 per cent did so in science and mathematics. Overall, 93 per cent of pupils at the end of key stage 2 gained the CSI (at least level 4 in all three core subjects combined). If the results of pupils with SEN are excluded from these figures, 100 per cent of pupils attained the CSI. This compares very well with 76 per cent of pupils attaining the CSI nationally and 80 per cent in Monmouthshire. The number of girls attaining level 4 or better was higher than the number of boys in all three core subjects, but all pupils with SEN were boys.
15. In comparison with similar schools, the percentage of pupils at the end of key stage 2 who have attained the CSI over the last four years has been consistently above that of other schools. Their performance has also been consistently above national and Monmouthshire averages. The percentage of more able pupils attaining the higher level 5 at the end of key stage 2 was outstanding in 2009, reflecting the ability of an exceptional year group. The number of pupils attaining level 5 has been consistently well above national and Monmouthshire figures in all subjects.

16. The school's tracking of pupils' progress from the end of key stage 1 in 2005 to the end of key stage 2 in 2009 shows that pupils' overall progress in the core subjects is good with outstanding features, particularly in science.
17. Most pupils' application of their speaking, listening, reading and writing skills in their work across the curriculum is good with outstanding features. Their use of numeracy and information and communications technology (ICT) skills is good with no important shortcomings. Learners' bilingual competence is good. Most pupils make good progress in using Welsh throughout the day.
18. Children under five are developing an excellent understanding of how well they are progressing and what they need to do to improve. Most pupils in key stages 1 and 2 are aware of specific targets for improvement. Overall, however, their skills of self reflection and self assessment are at an earlier stage of development.
19. Pupils' personal, social, moral, spiritual and cultural development is good with outstanding features. Standards of behaviour are excellent and pupils' ability to work independently develops exceptionally well as they move through the school.

The quality of education and training

20. In the lessons observed, the quality of teaching was judged as follows:

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	55%	9%	0%	0%

21. The overall quality of teaching compares very favourably with the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better, with 16 per cent of them having outstanding features (grade 1).
22. There are excellent working relationships between pupils, teachers and support staff. Outstanding features in the best lessons include: superb interaction between teachers and pupils, the teacher's role as a facilitator of pupils' learning, highly skilled use of drama as a teaching technique and the employment of a rich variety of approaches to teaching and learning.
23. Shortcomings in a few lessons include less effective modification of the task for different abilities and interruptions caused by pupils coming and going for group activities.
24. The overall rigour of assessment and its use in planning and improving learning is good with no important shortcomings. Teachers mark pupils' work with positive comments but do not, generally, make enough use of prompts to help pupils focus on the next steps in their learning.

25. The school provides an outstandingly rich range of learning experiences that meets the needs and interests of all its pupils exceptionally well. Its provision of an enriched curriculum for more able and talented learners benefits pupils of all abilities. The school's promotion of pupils' spiritual, moral, social and cultural development is extremely effective.
26. Arrangements for the support, care and guidance of pupils are good with outstanding features. Members of staff know individual pupils extremely well and pay great attention to their pastoral needs. The school's Personal and Social Education programme contains very well planned and implemented topics related to healthy living and pupils' well-being.

Leadership and management

27. Since her appointment two terms ago, the head teacher has very successfully gained the confidence and respect of all members of staff, governors, parents and pupils. She is very effectively building on the school's strong traditions with a fresh sense of direction and a clear vision for its future. She leads a very enthusiastic, hard working and united team of teaching and support staff who have a strong belief in what they do. The deputy head provides excellent support to the head teacher and very effectively takes responsibility for important aspects of the school's work. Both he, and subject coordinators, are excellent role models for teaching the subjects they lead. Leaders and managers focus sharply on maintaining, and continuing to improve, the high standards pupils achieve.
28. The governing body is extremely effective. Governors are very supportive of the school, but also challenging when necessary. They are very well informed about the quality of education provided and perform their role as a 'critical friend' very well.
29. The school's self evaluation process is effectively based on first-hand evidence. Its self evaluation report is comprehensive, but often descriptive, and does not sufficiently identify the good and outstanding features in the school's work to support the grades awarded to each key question.
30. The school is generously staffed by teaching and support staff who are extremely well qualified for their roles and responsibilities. The school also benefits considerably from the contribution made regularly by voluntary helpers, such as parents, and by the friendly and efficient service provided by administrative and care taking staff.
31. There is a good supply of books, information and communications technology (ICT) equipment and other resources to meet learners' needs. The Parent Teacher and Friends Association raises considerable sums of money for additional resources. The indoor accommodation is very pleasant, clean and well maintained. Teachers use all available space very effectively. The extensive grounds are outstanding and are used very well to stimulate and enhance pupils' learning.

32. Much time and effort is devoted by the governing body to ensuring the efficient use of available funds to support progress towards meeting priorities in the school development plan. Its investment in staff and resources has enabled the school to maintain high standards and further improve the quality of its provision. The school has made good progress in addressing issues identified in the previous inspection and gives excellent value for money.

Recommendations

33. In order to improve the school in the areas inspected, the staff and governing body need to:

R1 Further develop pupils' awareness of what they need to do to improve their learning.*

R2 Refine the self evaluation process to inform planning for improvement.

*The school has already identified this as a priority for improvement in its current school development plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

34. The findings of the inspection team match the judgement made by the school in its self evaluation report.
35. All pupils make good, and often outstanding, progress in developing their knowledge, understanding and skills as they move through the school. They achieve very well, irrespective of their social background.
36. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
37. The achievement of pupils with special educational needs (SEN) is good with outstanding features. Many of them make excellent progress, relative to their needs and level of ability, often attaining the levels expected for their age by the end of key stages 1 and 2, which is an outstanding achievement for these pupils.

38. Most pupils of average ability achieve well and attain expected learning goals. More able pupils achieve extremely well across the curriculum and often produce work of high quality. Pupils with talents in particular areas, such as music, also develop their skills and abilities extremely well.
39. In the 2009 National Curriculum (NC) teachers' assessments at the end of key stage 1, 100 per cent of pupils attained the expected level 2 or better in the three core subjects of English, mathematics and science combined, the core subject indicator (CSI). This compares extremely well with 81 per cent of pupils attaining the CSI nationally and 86 per cent in Monmouthshire. Girls and boys performed equally well.
40. Over the last four years, the performance of boys and girls at the end of key stage 1 has been broadly similar. Slight fluctuations in the relative performance of girls and boys are related to the gender of pupils with SEN in any one year group. The overall performance of girls and boys at the end of key stage 1 in Cross Ash compares very well with the national picture, where girls' performance is consistently better than that of boys.
41. In comparison with similar schools (those with less than 8 per cent of pupils eligible for free school meals), the percentage of pupils at the end of key stage 1 who have attained the CSI over the last four years has been consistently above that of other schools.
42. The percentage of more able pupils in key stage 1 attaining the higher level 3 in 2009 was well above national and Monmouthshire figures in all three core subjects. The number of more able pupils attaining level 3 in English and science has been consistently above national and Monmouthshire figures over the last four years.
43. The number of pupils attaining level 3 in mathematics was above national and local figures in 2008 and 2009, a clear improvement on their performance in the previous two years.
44. In the 2009 NC teachers' assessments at the end of key stage 2, 93 per cent of pupils attained the expected level 4 or better in English and 96 per cent did so in science and mathematics. Overall, 93 per cent of pupils at the end of key stage 2 gained the CSI (at least level 4 in all three core subjects combined). If the results of pupils with SEN are excluded from these figures, 100 per cent of pupils attained the CSI. This compares very well with 76 per cent of pupils attaining the CSI nationally and 80 per cent in Monmouthshire. The number of girls attaining level 4 or better was higher than the number of boys in all three core subjects, but all pupils with SEN were boys.
45. Over the last four years, 100 per cent of girls in key stage 2 have attained the CSI, except in 2006 when 91 per cent did so. The number of boys attaining the CSI has been more variable, reflecting to the nature of each year group, but also similar to gender differences in performance nationally and in Monmouthshire.

46. In comparison with similar schools (those with less than 8 per cent of pupils eligible for free school meals), the percentage of pupils at the end of key stage 2 who have attained the CSI over the last four years has been consistently above that of other schools. Their performance has also been consistently above national and Monmouthshire averages.
47. The percentage of more able pupils attaining the higher level 5 at the end of key stage 2 was outstanding in 2009, reflecting the ability of an exceptional year group. A few gifted pupils attained level 6: one in English, three in mathematics and two in science, a rare achievement that was confirmed in assessment moderation meetings with colleagues in the partner secondary school. The number of pupils attaining level 5 has been consistently well above national and Monmouthshire figures in all subjects.
48. The school's tracking of pupils' progress from the end of key stage 1 in 2005 to the end of key stage 2 in 2009 shows that pupils' overall progress in the core subjects is good with outstanding features, particularly in science.
49. Most pupils' speaking and listening skills are excellent and contribute very positively to the good and outstanding progress they make. Almost without exception, pupils listen attentively to adults and, increasingly, to their peers. For example, all children under five listen with wrapt attention to a favourite story read to them by the teacher. In year 1, most pupils listen keenly and ask and answer questions about light and dark, giving reasons for their thoughts. By the end of key stage 2, nearly all pupils very effectively generate and share ideas with one another in group activities.
50. Nearly all pupils use their reading and writing skills across the curriculum extremely well as they move through the school. They read a very wide range of texts, including fiction, poetry and non-fiction, in books and on screen, to support their learning in all subjects. Most pupils use their reading skills very effectively to research information on many topics. Pupils write in an ever-widening range of interesting contexts and their writing develops very well both in terms of complexity and themes addressed. The work of pupils of all abilities is usually neat and well presented.
51. Most pupils' use of numeracy and information and communications technology (ICT) skills is good with no important shortcomings. For example, pupils in year 2 use their measuring skills to good effect in design and technology lessons to make Victorian artefacts. During key stage 2, most pupils increasingly use their numeracy skills as an integral part of their work in science. From the early years and throughout the school, pupils use a wide range of ICT programs and applications effectively to support and enhance their work across the curriculum.
52. Learners' bilingual competence is good. Most children under five respond appropriately to teachers' instructions and are beginning to use Welsh naturally on many occasions. Nearly all pupils in key stages 1 and 2 are keen to exchange greetings in Welsh. They listen well and use the language appropriately during times such as registration. Most pupils understand and respond appropriately to words of praise or instructions given by teachers. Many pupils in both key stages sustain a simple conversation well, particularly in Welsh

- lessons and in familiar situations, and enjoy singing in Welsh. The majority of pupils in key stage 2 display an increasing ability to read and write in Welsh.
53. Pupils transfer their knowledge gained in one area of learning very well to new situations. For example, after studying excerpts from Shakespeare's MacBeth, most pupils in year 6 use the text very competently as a model for writing their own play scripts. As a result of 'Building Learning Power' strategies, most pupils are very well aware of their own thinking skills and how to apply them.
 54. Children under five are developing an excellent understanding, at an appropriate level, of how well they are progressing and what they need to do to improve. All of them fully understand their personal targets for improvement, putting 'boots' on 'bees' for their achievements in literacy and 'socks' on 'spiders' for numeracy. Most pupils in key stages 1 and 2 are aware of specific targets for improvement, such as the need to, "put a finger space between each word". Overall, however, their skills of self reflection and self assessment are at an earlier stage of development.
 55. In most lessons, nearly all pupils work at full capacity and complete a good amount of work in the time available. They are extremely well motivated, clearly enjoy their lessons and eagerly engage with all the learning opportunities offered to them. Many pupils show considerable perseverance when struggling to solve problems.
 56. Standards of behaviour are excellent. A very purposeful working atmosphere is a characteristic of nearly every lesson. An outstanding feature of the quality of pupils' behaviour, from youngest to oldest, is the level of self control most of them display even when engaged in very active, exciting activities. They move sensibly around the school and are very courteous to visitors. Pupils enjoy taking responsibility as 'castle captains' and 'vice captains' to help promote good behaviour.
 57. Levels of attendance are good and improving, averaging 95 per cent over the last three terms, which is above local and national figures. There are no significant or unexplained variations in attendance levels across the school or throughout the year. Overall, the main cause of pupils' absence is holidays taken during term time, which is carefully monitored by the school. Nearly all pupils arrive punctually at the start of the day and sessions begin promptly.
 58. Pupils' ability to work independently develops exceptionally well as they move through the school. The youngest children show an excellent capacity to sustain their interest in independently chosen activities. The oldest pupils demonstrate high levels of maturity, for example, in science investigations into how to make a balloon launcher. They collaborate, allocate roles to one another in the group, and cooperate very successfully in order to bring their experiment to a successful conclusion.
 59. Pupils' personal, social, moral and wider development is good with outstanding features. Most pupils clearly feel secure and are willing to 'have a go' without fear of failure. Almost without exception, pupils take responsibility for their actions and demonstrate tolerance and consideration towards others.

60. Most pupils have a good understanding of equality of opportunity. They show maturity in their attitudes and recognise the need to treat every person fairly, without any form of discrimination. Their awareness and appreciation of cultural diversity is growing. This is an aspect that the school has rightly identified as an area for further development.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

61. The findings of the inspection team match the judgement made by the school in its self evaluation report.
62. In the lessons observed, the quality of teaching was judged as follows:

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	55%	9%	0%	0%

63. The overall quality of teaching compares very favourably with the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better, with 16 per cent of them having outstanding features (Grade 1).
64. There are excellent working relationships between pupils, teachers and support staff. All pupils are treated fairly and equally and a climate of mutual respect is a feature in every classroom.
65. Most lessons are very well planned and have clear learning objectives that are shared with pupils so that they understand what is expected of them. Teaching assistants and voluntary helpers, such as parents, are very well deployed so that pupils can benefit from their knowledge and skills.
66. Outstanding features observed in the best lessons include:
- superb interaction between teachers and pupils, including skilled questioning to help them express their ideas;
 - the role of the teacher as a facilitator of pupils' learning, carefully planning and presenting activities but then challenging them to work and solve problems independently;
 - highly skilled use of drama as a teaching technique to promote pupils' speaking and listening, personal, social and thinking skills;

- a rich mix of teaching and organisational approaches and use of resources that stimulates pupils' enjoyment of learning;
 - excellent subject knowledge and understanding of how children learn;
 - tasks that are very well matched to pupils' needs and abilities offering a good degree of challenge.
67. Shortcomings in a very few lessons include less effective modification of the task for pupils of different abilities so that they are not challenged sufficiently, inconsistent expectations that pupils should not talk when the teacher is speaking and too many interruptions to teaching and learning caused by pupils coming back and forth into the classroom for various group activities.
68. Members of staff meet the language needs of pupils well. They encourage pupils to use Welsh daily and the language forms an integral part of lessons across the curriculum. This is particularly so in the Foundation Phase and key stage 1.
69. In many classes, the provision of homework effectively consolidates pupils' work in class and gives them opportunities further to extend their learning independently. There are clear written guidelines so that pupils and parents know what is expected in terms both of content and deadlines. However, this practice is not consistent throughout the school.
70. The overall rigour of assessment and its use in planning and improving learning is good with no important shortcomings.
71. The use of assessment for the under fives is very good. Baseline assessment results are used very well to guide intervention strategies to support children's needs. In both key stages, the school employs a number of systems of assessment as diagnostic and analytical tools to find out about pupils' progress and achievements. Data from assessments is used well to inform class planning and group composition and to provide information for Individual Education Plans (IEPs) for pupils with SEN and extension activities for more able pupils. The school's tracking system is an effective tool for identifying progress and gaps in learning.
72. The school's arrangements for assessment in key stages 1 and 2, including end of key stage teacher assessments, meet statutory requirements. Teachers have undertaken exercises in moderating assessments in relation to NC criteria at the end of key stage 2 both within school and with partner schools in the local 'cluster', including the secondary school. Moderation and standardisation of assessments in the core subjects is now firmly embedded in the local cluster of schools. This has effectively strengthened the accuracy and consistency of teachers' assessments.
73. Teachers' oral feedback to pupils in lessons is good and helps them improve their work. In the best lessons, the teacher skilfully checks how well all pupils are getting on with their tasks and helps them clarify their understanding where necessary.

74. The school has a marking policy which is understood by pupils. Teachers mark pupils' work with positive comments. 'Focus marked' pieces of work give pupils targets but, in general, teachers do not make enough use of a reminder or prompt consistently to help pupils focus on the next steps in their learning.
75. The school is beginning to develop self and peer assessment strategies to help improve pupils' understanding of assessment and the next steps in their learning through the introduction of individual targets, learning diaries and learning walls. Children under five, for example, use 'smiley faces' to indicate how well they think they have done. Their use of colourful 'bee' and 'spider' target cards are extremely effective in helping them reflect on, understand and meet their individual targets for improvement.
76. Pupils in key stages 1 and 2 are made aware at the beginning of lessons of their learning objectives and how they can be achieved and revisit these at the end of the session. In dance lessons, for example, pupils' evaluation of their performance and suggestions for improvement is often a particularly good feature of the lesson.
77. Most parents are happy with the level of information about their children's progress. Meetings for parents of children in every class are held at the start of each term to discuss future topics and areas of learning. Parents' meetings are held regularly to look at children's work and discuss progress. Parents receive a detailed end of year report which informs them of progress in all areas with constructive comments to point the way forward. However, pupils and parents do not contribute to the report.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

78. The inspection team's findings do not match the judgement of grade 2 for this key question made by the school in its self evaluation report. This is because the inspection team identified more outstanding features than the school recognised in its self evaluation report.
79. The school provides an outstandingly rich range of learning experiences that meets the needs and interests of all its pupils exceptionally well. This provision includes those with special educational needs and those who are more able, gifted and talented. On the very rare occasions when pupils are capable of attaining National Curriculum level six, the school enables them to do so. This is a rare achievement and is an outstanding feature. The school's provision of an enriched curriculum to meet the needs of more able and talented learners benefits pupils of all abilities.
80. All pupils enjoy equal access to all the activities the school provides and the curriculum meets statutory requirements. The curriculum is well planned, broad and balanced and is supported by a good range of appropriate updated policies and schemes of work.

81. The curriculum for the under-fives fully embraces the new curriculum for the Foundation Phase in the reception class and is being developed well in key stage 1. A rich, continuous provision of role play situations and enhanced activities stimulates children's imagination and independent learning very well.
82. The new 'Curriculum 2008' is used effectively to plan for pupils' learning in key stage 2 and provides a progressive acquisition of knowledge and understanding. Through a topic approach, good links are made between areas of learning. The 'Take One Picture' project, for example, is an example of how all pupils have outstanding opportunities to achieve work of the highest standard not only in art but also across the whole curriculum.
83. There is appropriate emphasis on developing pupils' basic skills. The school has been awarded the Basic Skills Quality Mark for the fourth time. Planning for the development and application of basic and key skills is embedded in all subjects across the curriculum. In the best practice, skills to be used are identified at the beginning of lessons and revisited at the end of them. The support pupils receive in developing their independent and cooperative learning skills through the 'forest school', 'Building Learning Power' and the 'Thinking in a Social Context' (TASC) strategies is an outstanding feature.
84. Learners' experiences are broadened and enriched through the provision of an outstanding wealth of extra-curricular activities. Sporting and musical activities are extensive and all pupils benefit from carefully planned educational visits to historical, cultural and activity centres locally and further afield. The immediate and surrounding localities are used very well to enhance pupils' learning. The school's link with Llantilio Music Festival, for example, provides pupils with valuable opportunities to work with professional opera singers, musicians, set designers and script writers.
85. The promotion of pupils' personal and social education (PSE) is outstanding. Strong emphasis is placed on these aspects in curricular planning so that pupils' self-esteem, sense of responsibility and respect for others is very effectively promoted. In the pre-inspection questionnaire, 100 per cent of parents agreed that the school's values and attitudes have a good effect on their children, with 71 per cent strongly agreeing.
86. The school's promotion of pupils' spiritual, moral and cultural development is also extremely effective. Pupils reflect very well on their own lives and those of others in their Religious Education lessons, in their fund raising activities and through their links with a school in Ghana. In their 'forest school' sessions, for example, pupils refer to the "eeriness" felt when sitting in the solitude and peacefulness of the log circle and listening to a poem read by the class teacher. The 'sharing tree' in the school's foyer encourages pupils to share their thoughts and pupils' poster designs help them interpret its mission statement, "Caring, Committed, Challenging".
87. Several whole-school initiatives such as the buddy system, the School Council and Eco Council help pupils exercise initiative and take responsibility and have a very positive effect on pupils' attitudes. Structured opportunities are provided for pupils to listen to each other and to discuss concerns or sensitive issues in a

supporting, caring environment. Moral values and issues are given prominence in assembly and in lessons and extra-curricular learning experiences. In some Religious Education lessons, deep and complex moral issues and themes are addressed.

88. Pupils benefit from various opportunities to deepen their knowledge of their own and others' cultural traditions through the arts curriculum and many visits and visitors to the school.
89. Assemblies promote a strong sense of community. Pupils are given many opportunities to reflect on issues that arise in their own lives and in the world around them. Class assemblies, Welsh assemblies led by pupils and the school orchestra's accompaniment to the hymn singing help make assemblies special occasions. Acts of collective worship meet statutory requirements.
90. Relationships between staff, parents, members of the local community and pupils are very strong and constructive. The school welcomes parents at any time. Monthly newsletters to parents very effectively inform them about past and future school events. Most parents in the pre-inspection questionnaire indicated that they feel well informed about their children's achievements. The school regularly carries out surveys and takes full account of parents' views in its future planning.
91. The school has excellent links with other schools and providers in the locality and effectively works in partnership with them. Many parents and members of the local community regularly come into school to help with activities and events.
92. Learners' preparation for participation in the workplace and the local community is excellent. In lessons, they discuss the different work people do and the ways in which people look after and care for their community. All pupils are positively involved in numerous activities in the community. Their involvement in 'mini enterprises' and other activities enables them to develop an excellent understanding of business and the world of work.
93. The school effectively develops pupils' bilingual skills. Pupils are encouraged to use and respond to incidental Welsh and, especially in the reception and key stage 1 classes, they begin to use the sentence patterns and vocabulary learnt in their Welsh lessons across the curriculum. They are encouraged to use Welsh playground games such as "Faint o'r gloch Mr Blaidd?" Welsh signs and displays, "helpwr heddiw" and "da iawn" certificates effectively support the development of pupils' bilingual skills.
94. *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, is promoted well throughout the school. Visits to Ysgol Maestir in the Museum of Welsh Life, participation in the annual Eisteddfod and local dance and music festivals and the study of Welsh artists are good features. The study of the Monmouth and Brecon canal in year 6 contributes greatly to pupils' understanding of the richness of their local Welsh heritage.

95. The school is proactive in combating social disadvantage and stereotyping and presents pupils with equality of access and opportunity across the full range of its provision.
96. The promotion of education for sustainable development is good. The school grounds include an organic planting area, a pond and wild life area and bird boxes with camera. These all support pupils' understanding of sustainable development well. The Eco Council has developed an Eco code and action plan and the school has gained the bronze and silver Eco Schools awards.
97. The link with a school in Ghana through the exchange of letters and the donation of surplus books, together with participation in world wide charities such as 'Seeds for Africa', begin to give pupils an understanding of how their decisions and actions locally can promote a more just and sustainable world and effectively develops their understanding of global citizenship.
98. Opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing are very good. Older pupils, for example, manage the school's 'fruit shop' at break times.
99. As they mature, pupils are increasingly encouraged to take more responsibility for their own learning, and to be actively involved with community-based activities. In discussion, pupils demonstrate a good understanding of the importance of lifelong learning and developing their skills and talents so that they are prepared for the next stage of their education and life beyond school.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

100. The findings of the inspection team match the judgement made by the school in its self evaluation report.
101. Arrangements for the support, care and guidance of pupils are good with outstanding features. Members of staff know individual pupils extremely well and pay great attention to their pastoral needs. The school's Personal and Social Education (PSE) programme contains very well planned and implemented topics related to health, safety and pupils' well-being.
102. There are effective procedures to meet the needs of pupils who are unwell or who have been hurt while in school. There are also very clearly documented arrangements which contribute very well to pupils' well being when in the school's care. Risk assessments are undertaken whenever necessary and appropriately documented. All members of staff are trained in emergency first aid and several of them are also trained in first aid at work.
103. In addition to meetings to discuss their child's progress, parents are encouraged, and do, come to discuss any other matter related to their education and well-being whenever the need arises. The school works extremely closely in partnership with parents to guide and support their children.

104. There is a well-established and effective School Council which meets regularly. Its views are carefully considered and acted upon whenever possible. Pupils are increasingly encouraged to appreciate the democratic process and the part they should play in it. Pupils have been instrumental in carrying out a behaviour audit and have participated in many activities to enhance their school. This is an outstanding feature.
105. Excellent induction arrangements enable children to settle quickly and happily when they first start school. The reception class teacher regularly teaches the pre-school playgroup next door so that all children who attend it already know their teacher when they enter Cross Ash. This arrangement, in addition to informative meetings for parents of children who are starting school, give them the best possible introduction to school life. Any pupil who joins the school at a later stage is assigned a 'buddy' to ensure they are happily integrated into their new school environment.
106. A very well organised programme of induction activities and visits effectively eases the transition of pupils in year 6 into secondary education. As a result of this programme, pupils are positive and confident about their move to their new schools.
107. The school monitors learners' punctuality, attendance, behaviour and performance very closely. Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The system for monitoring attendance and punctuality is simple and effective. Procedures for promptly following up lateness or unexplained absence are efficiently implemented. When necessary, the school works closely with the educational welfare service.
108. There are outstanding features in the school's promotion of a healthy life style. It has been awarded phase 3, and is working towards Phase 4, of the Healthy Schools Award from the Healthy Schools Initiative in recognition of its work in this area. It is a founder member of the Monmouthshire Curriculum Development Centre for Physical Education, which promotes physical education and health-related fitness in primary schools and bridges the gap between key stages 2 and 3. The school was among the first primary schools in Wales to achieve the Sports Council for Wales, 'Sports Marc Cymru' award. Healthy eating is effectively encouraged during break-times.
109. Child protection arrangements follow local guidance and recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow to safeguard pupils. Relevant complaint and appeal procedures are in place.
110. The overall quality of the provision for pupils with additional learning needs (ALN) is good with outstanding features and very effectively enables pupils to achieve their potential. The Special Educational Needs Coordinator (SENCo) gives excellent leadership and support to both staff and pupils. Support staff make an outstanding contribution to pupils' learning and resources are excellent. The

school has very good, effective links with a range of specialist agencies to ensure the best support for pupils with additional needs. The school's policy is comprehensive and complies with the requirements of the code of practice and all statutory requirements.

111. The school uses a range of assessments including observation, baseline and diagnostic tests, in conjunction with teacher assessments and parental referrals, to identify pupils' additional needs at an early stage and to influence teaching appropriately. This enables strategies to be put into place for all pupils to gain access to the curriculum and enable them to make very good progress in their educational and social life.
112. Child friendly, colourful Individual Education Plan (IEP) target cards have been introduced which make the targets more relevant and achievable for pupils. These effectively inform learning and teaching. Intervention strategies support pupils' progress very well. Lunchtime spelling and 'Fuzz Buzz' clubs run by learning support assistants and pastoral sessions with the SENCo are closely linked to pupils' needs, as are homework clubs. These are outstanding features. 'Thinking in a Social Context' (TASC) strategies and 'Building Learning Power' activities ensure that more able and talented pupils are extended. For example, a lunchtime inter-generational book club in which community members and pupils read and discuss a book is an outstanding feature in the provision for pupils who love reading.
113. The school's Behaviour Policy is modelled successfully on a framework of praise and reward which engenders a positive school ethos and high expectations of behaviour. An audit of behaviour conducted by the pupils is an outstanding feature. Pupils participated in a questionnaire asking a broad range of questions regarding behaviour in different locations and at different times in school. Pupils gave sensible, thoughtful answers. The School Council has established a 'buddy system', bought playground equipment and created timetables which have resulted in better lunchtime behaviour. 'Circle time' is used well to help address behavioural issues and give pupils a better awareness of the impact and consequences of bad behaviour.
114. Measures to eliminate oppressive behaviour are very good. The school considers bullying and inappropriate behaviour to be very serious matters. Any reported instances of bullying, which are very rare, are comprehensively recorded and are dealt with promptly and effectively, using the range of sanctions available. Parents speak very highly of the school in this important respect. Arrangements to eliminate racial discrimination, oppressive behaviour, bullying and other forms of harassment work well because teachers consistently apply relevant policies and procedures and have high expectations of their pupils in these areas.
115. The quality of provision for equal opportunities is good with no important shortcomings. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The importance of treating each other equally is often used as an assembly topic. The outstanding range of activities available during and after school effectively broadens the access and inclusion for all pupils.

116. The school has carried out a detailed review of its accessibility for pupils and others with disabilities. A comprehensive accessibility plan and disability equality scheme and action plan are in place.
117. The school provides a good range of activities and experiences, which enables pupils to develop their understanding of diversity in society. It recognises and celebrates diversity in assemblies, in religious and personal and social education lessons and activities but recognises the need further to develop its work in this area.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

118. The findings of the inspection team match the judgement made by the school in its self evaluation report.
119. Since her appointment two terms ago, the head teacher has very successfully gained the confidence and respect of all members of staff, governors, parents and pupils. There has been a remarkably smooth transition from the previous head teacher who led the school from its opening in 1991. Since her appointment two terms ago, the head teacher has very successfully gained the confidence and respect of all members of staff, governors, parents and pupils. She is very effectively building on the school's strong traditions with a fresh sense of direction and a clear vision for its future.
120. The head teacher places a great deal of importance on listening to the views of everyone in the school community, including the pupils, before making major decisions with senior staff and governors to take the school forward. Her approachability is much valued by parents. One hundred per cent of them in the pre-inspection questionnaire agreed with the statement that it is easy to approach the school with questions or problems, with 84 per cent of them strongly agreeing. This is an outstanding feature.
121. The head teacher leads a very enthusiastic, hard working and united team of teaching and support staff who have a strong belief in what they do. They trust and support, but also challenge, one another in order to plan the learning experiences they offer pupils.
122. The deputy head provides excellent support to the head teacher and very effectively takes responsibility for important aspects of the school's work. He is also a very good role model as a class room practitioner. Another senior member of staff mentors and supports students and newly qualified staff and makes a good contribution, with the head and deputy, to the senior management team.

123. Subject coordinators, too, are often excellent role models for teaching the subjects they lead. They very effectively give support and advice to their colleagues on different approaches to teaching and learning, occasionally working alongside them. In addition, they give generously of their own time in running clubs related to their subjects that provide outstanding opportunities for pupils with particular talents and interests and which further help to raise standards.
124. Leaders and managers focus sharply on maintaining, and continuing to improve, the high standards pupils achieve. For example, this year the school became only the second primary school in Wales to achieve the National Association for Able Children in Education (NACE) 'Challenge Award', in recognition of its provision for more able and talented pupils.
125. The school takes good account of local and national priorities and has a close and productive working partnership with the Local Authority (LA). For example, the head teacher is on an LA assessment steering committee and the deputy head has led a science working party for the LA on the transition between different phases of pupils' education and approaches to teaching science. Plans for the full implementation of the Foundation Phase and Curriculum 2008 are developing well.
126. Continuing professional development for all members of the teaching and support staff has a high profile and has a very positive impact on developing their skills and expertise. The school also has a proven track record of nurturing future school leaders, which is continuing under the new leadership.
127. A well established performance management cycle effectively identifies strengths and targets for development for individual members of staff. The induction of new members of staff into the routines and expectations of the school is well organised. The target setting process for pupils is very accurate because teachers know their abilities extremely well.
128. Members of the governing body are talented, enthusiastic and energetic. The governing body is recognised by the LA as being one of the most effective in Monmouthshire. Occasionally, governors from other primary schools come to observe governing body meetings at Cross Ash in order to help them learn and develop their own skills as governors. This is an outstanding feature.
129. Governors are very supportive of the school, but also challenging when necessary. For example, they question progress towards targets when reviewing the school development plan and adjust them accordingly.
130. Members of the governing body are very well informed about the quality of education provided both through reports from the head teacher and frequent, direct involvement with the school. The chair of governors has regular meetings with the head teacher to discuss issues of current concern. Governors who are linked to particular subjects and aspects of the school's work carry out their roles very effectively. There is extensive dialogue between them and the relevant member of staff regarding the subject.

131. The governing body actively considers a wide range of strategic issues, in addition to regular items on the agendas of its meetings, and follows them up until they are brought to a satisfactory conclusion. It performs its role as a 'critical friend' of the school extremely well. The governing body meets regulatory and legal requirements.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

132. The findings of the inspection team match the judgement made by the school in its self evaluation report.
133. The self-evaluation process is effectively based on first-hand evidence such as talking to pupils, lesson observations and work scrutiny. Pupils' performance is monitored, analysed and areas for improvement are identified and targeted, such as further involving pupils in self and peer evaluation.
134. The school makes good use of statistical data to identify groups of pupils who could perform better. For example, the head teacher has recently identified the fact that boys of average ability could benefit from more focused support to raise their attainment.
135. The head teacher and deputy head regularly monitor the quality of teaching and learning. A three year timetable is in place to monitor standards, to develop subjects and to develop the knowledge and skills of staff. Subject co-ordinators conduct annual reviews of standards, practice and resources and prepare an evaluation report and action plan. The evaluation report for physical education is a good model for evaluating standards. However, other subject evaluations tend to be descriptive, referring to provision rather than standards achieved.
136. The way the school seeks and takes account of the views of pupils, staff and other interested parties is an outstanding feature. Parents' views have been sought through questionnaires, meetings and discussions, with results fed into the school development plan.
137. Members of staff regularly give their views both formally and informally. Feedback from curriculum meetings informs discussions about the school's priorities. Pupils' views are also sought and acted upon through questionnaires and pupil representatives on the School and Eco Councils.
138. There are planned opportunities for subject co-ordinators and members of the governing body to meet to exchange relevant information regarding subject development. Governors also gain information about the quality of education through 'learning walks' which are effective and another good feature of the school's self evaluation process.
139. The school makes good use of external evaluations of its work, such as those made by organisations such as The Basic Skills Agency, Investors in People,

The National Association of Able Children in Education and the Local Authority to support the self evaluation process.

140. The self evaluation report produced prior to the inspection is good. It is lengthy and often descriptive but provides a comprehensive overview of the school's present position and accurately identifies strengths and areas for improvement. It is a detailed document and the way forward for each key question is clearly identified. However, the report does not always highlight outstanding features to match the school's grade 1 judgements and a minority of statements would be better placed under different key questions. Nevertheless, the overall findings of the self evaluation report match those of the inspection team in five out of the seven key questions.
141. The school's priorities for improvement are clearly described in the school development plan. Priorities are specific with success criteria, time scales and resource costs highlighted. The head teacher and governing body regularly monitor progress towards meeting the targets for development. Actions taken by the school have resulted in considerable measurable improvements in all core subjects at the end of both key stages.
142. There has been good progress since the last inspection in 2003. The school has successfully addressed the key issues for action identified in the last inspection report and improvements are evident, for example, in the increase in pupils' standards of bilingualism and teachers' expertise and subject knowledge.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

143. The inspection team's findings do not match the judgement of grade 2 for this key question made by the school in its self evaluation report. This is because the school did not take sufficient account of the link between the standards achieved by pupils (key question 1), the quality of leadership (key question 5) and the efficient management of available resources (key question 7).
144. The school is generously staffed because of the governing body's view that the number and quality of members of staff are the key ingredients in maintaining the high standards achieved by pupils.
145. Members of the teaching and support staff are extremely well qualified for their roles and responsibilities. A few, including the head teacher, are qualified to masters degree level. Most subject coordinators either specialised in their subject for their first degree or have developed their knowledge and understanding through in-service courses. Teaching assistants either have, or are working towards, NVQ level 3 or its equivalent or have achieved Higher Level Teaching Assistant (HLTA) status.
146. The school benefits considerably from the contribution made regularly by voluntary helpers, such as parents, and by the friendly and efficient service provided by administrative and care taking staff.

147. All members of the teaching and support staff benefit greatly from opportunities for professional development in accordance with school priorities and individual needs. Excellent use is made of national funding sources to secure additional training. The school uses the Better Schools Fund, for example, to its maximum allowance for training opportunities.
148. There is a good supply of books, information and communications technology (ICT) equipment and other resources to meet learners' needs, although a very few more able pupils would like a wider choice of books in the junior library. The Parent Teacher and Friends Association raises considerable sums of money for additional resources, most recently for ICT equipment, which has had a very positive impact on the standards pupils achieve.
149. The indoor accommodation is very pleasant, clean and well maintained and enhanced by many attractive displays that celebrate pupils' work and provide information on aspects of school life. The classroom for the under- fives is spacious and has continual access to an outdoor area which is currently being further developed, in line with the requirements of the Foundation Phase. Classrooms for pupils in key stages 1 and 2 are not large, but are sufficient for the number of pupils in them. Teachers constantly use the 'overspill' areas outside the classrooms very effectively for practical and group activities, making best use of the space available.
150. The extensive, beautiful grounds surrounding the school include a 'forest school', sculpture trail and playing field. They provide an outstanding environment and are used very well to stimulate and enhance pupils' learning. The school has twice won the Best Kept School Grounds competition.
151. The school's arrangements for covering teachers' planning, preparation and assessment time effectively ensure that the quality of pupils' learning in, for example, music and dance, is maintained when they are not in class. As a result of workforce remodelling, support staff efficiently carry out a number of duties such as mounting displays, photocopying and other administrative tasks formerly done by teachers, enabling them to concentrate on planning, teaching and assessment duties.
152. Much time and effort is devoted by the governing body to ensuring the efficient use of available funds to support progress towards meeting priorities in the school development plan. The finance committee meets for one hour before every full governing body meeting to scrutinise the budget and ensure that money is spent wisely on the right priorities. Any major spending decisions are considered and agreed by the full governing body and likely future spending commitments are very carefully taken into account.
153. The governing body's investment in staff and its spending on good quality resources has enabled the school to maintain high standards and further improve the quality of its provision. The school therefore gives excellent value for money.

School's response to the inspection

As a whole school community we are delighted with the outcome of the inspection process and are pleased that so many of the school's outstanding features have been recognised and acknowledged. We also agree that this is very much due to "a very enthusiastic, hardworking and united team of teaching and support staff, who have a strong belief in what they do". Team work is a strong feature of Cross Ash School and the staff also appreciate the support of a Governing Body which is "talented, enthusiastic and energetic".

It was particularly pleasing that the inspection team recognised that the high quality of teaching and learning is established practice and that the school achieves its vision for all pupils to become "confident, secure, caring individuals who achieve personal success and develop a love of learning".

The school has always striven to ensure that each and every child's individual needs are met and we are very pleased that the school's provision for additional educational needs, at both ends of the spectrum, was found to be good with outstanding features.

The school is already addressing the recommendations for future improvement, one of which is an integral part of the school development plan for 2009 – 2010.

Finally, the pupils, staff and governors would like to thank the inspection team for the courteous and professional manner in which they carried out a rigorous and thorough inspection.

Appendix 1

Basic information about the school

Name of school	Cross Ash Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	4 to 11
Address of school	Cross Ash Abergavenny Monmouthshire
Postcode	NP7 8PL
Telephone number	01873 821427

Head teacher	Mrs Marilyn Balkwill
Date of appointment	01/04/09
Chair of governors / Appropriate authority	Mr Martin Davies
Registered inspector	Ms Stephanie James
Dates of inspection	30/11/09 to 02/12/09

Appendix 2

School data and indicators

Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13	30	25	20	29	27	30	174

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	8 (including head teacher)

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Term	Reception	Rest of School
Autumn 2008	74.8%	96.8%
Spring 2009	94.0%	94.7%
Summer 2009	94.6%	95.0%

Percentage of pupils entitled to free school meals	0.6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

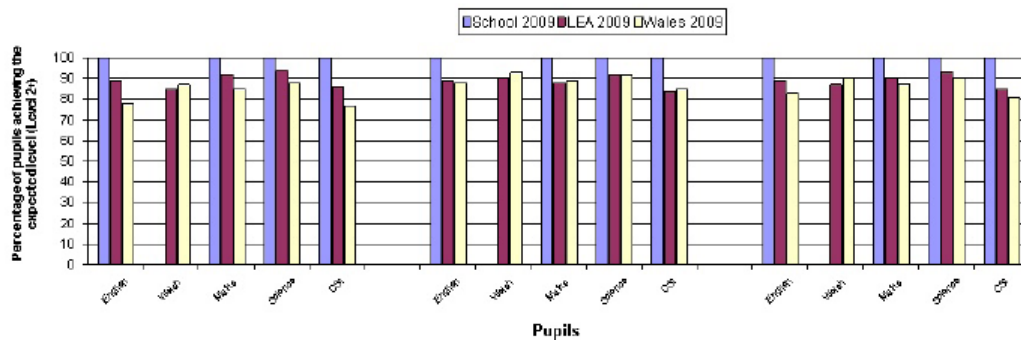
Cross Ash County Primary School
Monmouthshire

LEA/School no: 679/2305

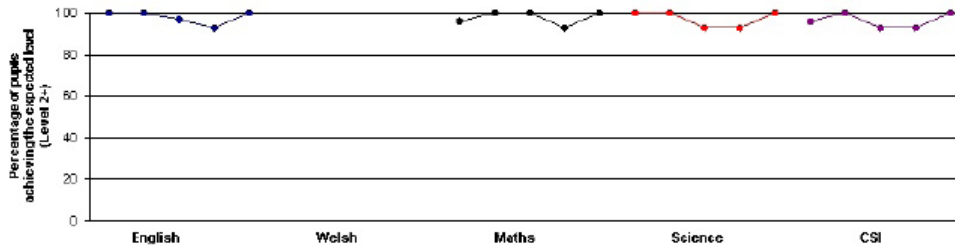
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	100	89	78	100	89	88	100	89	83
Welsh	.	85	87	.	90	93	.	87	90
Maths	100	92	85	100	88	89	100	90	87
Science	100	94	88	100	92	92	100	93	90
CSI	100	86	77	100	84	85	100	85	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		86		92		100	
Welsh		85		100		100	
Maths		88		96		100	
Science		92		100		100	
CSI		82		90		100	

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2009 for LEA and Wales comparative information

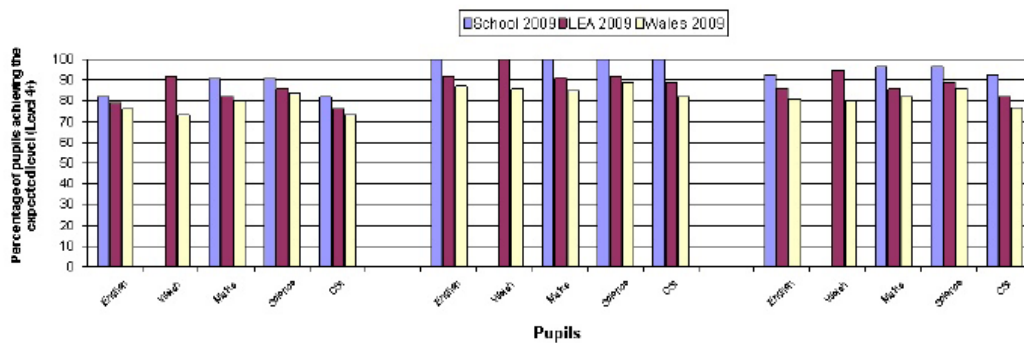
Cross Ash County Primary School
Monmouthshire

LEA/School no: 679/2305

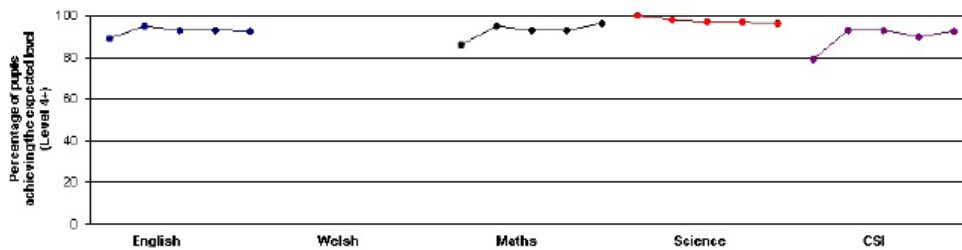
**School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	82	79	76	100	92	87	93	86	81
Welsh	.	92	73	.	100	86	.	95	80
Maths	91	82	80	100	91	85	96	86	82
Science	91	86	84	100	92	89	96	89	86
CSI	82	76	73	100	89	82	93	82	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent. Free School Meal Group
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent. Less than 8 percent eligible for FSM
- Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		84		90	93	100	
Welsh		75		88		100	
Maths		84		92	96	100	
Science		89	96	97		100	
CSI		80		88	93	96	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Three inspectors spent seven inspector days in the school. The head teacher was the school's nominee. They were joined by a peer assessor for the whole of the inspection period. The team met before the start of the inspection.

Inspectors visited:

- twenty-two lessons or part-lessons;
- registrations, assemblies and acts of collective worship.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- fifty-seven responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Ms Stephanie James Registered Inspector	Context Summary Appendices Contributions to Key Questions 1 and 2 Key Questions 5 and 7
Mrs Ann Williams Team Inspector	Contributions to Key Questions 2, 3 and 4 Key Question 6
Ms Elizabeth Halls Lay Inspector	Contributions to Key Questions 1, 3 and 4
Ms Sheena Duggan Peer Assessor	Contributions to team meetings and the evidence base of the inspection
Mrs Marilyn Balkwill Head teacher	Nominee

Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.

Contractor:

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