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CORNELI PRIMARY SCHOOL

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Corneli primary school is situated in the village of North Cornelly. There are 290 pupils on roll, who come from the village and surrounding areas. The majority of the boys and girls have attended pre school groups or nurseries. Approximately 40 per cent of the pupils are entitled to free school meals, which is a higher proportion than average.

Nearly all children come from homes where English is the preferred spoken language. The great majority come from homes that are not advantaged. Pupils represent the full range of ability, but standards are below average overall on entry. The school has two classes for pupils with special educational needs. Thirty per cent of the pupils at the school are identified as having special educational needs (SEN). The schools aims are encapsulated in its mission statement "Working together we will all succeed."

2. MAIN FINDINGS

The main findings of the report

Corneli Primary is a welcoming and friendly school with a very significant number of good features. Staff and governors have worked effectively to raise standards and to provide a good quality of education for all pupils.

- The educational provision for the under fives is appropriate and promotes the desirable outcomes for children's learning.

Language, literacy and communication skills	Satisfactory
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Satisfactory
Physical development	Satisfactory
Creative development	Good

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

Subjects	KS1	KS2
English	Satisfactory	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Satisfactory
History	Good	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Good	Good
Religious education	Good	Satisfactory

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- Standards achieved were at least satisfactory in virtually all lessons observed and in 60 per cent they were good. In two per cent they were very good. There has been a significant improvement in standards in English at KS2, and in mathematics, and science throughout the school since the last inspection.
 - Results of the national tests in mathematics in 2001 at KS1 were above average. All pupils present attained at least level 2. In reading 61 per cent attained level 2 or above, a lower figure than nationally. In writing, figures were broadly similar to those attained nationally, with 77 per cent attaining level 2 and above. In science, 82 per cent attained level 2 or above, a figure which is broadly similar to national figures.
 - Results in tests in English at KS2 were above broadly average when taken for the whole school in that 64 per cent of pupils attained at least level 4. However, when looking at the standards attained in mainstream, the figure is 84 per cent, with 42 per cent attaining level 5, which is nearly double the national figure.
 - In mathematics, 64 per cent attained at least level 4, a figure broadly in line with the national figure (69 per cent). However, in main-stream only, the results were higher than national at 84 per cent at level 4 and above, of whom 42 per cent attained level 5.
 - In science, 73 per cent attained the expected level 4 or above, and 41 per cent of those exceeded it at level 5. When taking mainstream results only, 87 per cent attained level 4 and above, of whom 55 per cent, more than double the national figure, attained level 5.
 - Pupils with SEN achieve well in all subjects. There are no significant variations in achievement between particular groups of pupils in relation to their age, ability, ethnicity or gender.
 - Children in reception who are under five make good progress in their key skills and use them well across all the six areas of learning.
 - Pupils in KS1 demonstrate good listening skills in lessons across the curriculum. Speaking skills are less well developed, despite the many good opportunities that teachers provide. Most pupils are confident when asking questions and when participating in role-play. Some pupils, however, still lack the confidence to speak in front of the class and their contributions are more limited. Pupils' reading is satisfactory overall. Pupils are developing clear, neat, legible hand writing in subjects across the curriculum, particularly towards the end of KS2.
 - Numeracy skills are well used across the curriculum and as a result, standards are good.
 - Use of ICT programs to support work across the curriculum is not yet well established and this affects the quality of pupil's achievements, therefore, they are only satisfactory at KS2 as a result. They are good at KS1.
 - The provision for pupils' moral, social and cultural development is good, their spiritual development is satisfactory. Pupils enjoy coming to school, where there is a warm, caring family atmosphere.

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- Standards of behaviour are good overall and most pupils have a positive attitude to their learning. The arrangements for promoting good behaviour have ensured that the high standards noted at the time of the last report have been maintained. Staff know pupils very well and deal with them sympathetically, but with appropriate firmness when necessary.
 - The school achieves satisfactory levels of attendance, averaging over 91 per cent in the last three terms. Most pupils attend school regularly, however 25 per cent of pupils have an attendance level of below 90 per cent, despite the best efforts of the head teacher and her staff. The school complies with the requirements of NAFW circular 3/99.
 - The quality of teaching is good overall throughout the school. In virtually all of the lessons observed, the teaching was at least satisfactory and in the majority it was good. In just under a tenth of lessons it was very good. Good teaching was seen in all parts of the school.
 - The quality of assessment and recording is satisfactory overall. The quality of reporting to parents is good. The school has a recently revised policy for assessment, which has helped establish clear procedures.
 - Formal assessments of the under-fives are based on the desirable outcomes for learning. An end of year report is produced which reflects children's progress in the six areas of learning and suggests helpful targets for future improvement.
 - Assessment opportunities are identified in medium and short-term planning but assessment information and information derived from marking do not inform planning for pupils of all abilities in a rigorous enough manner in foundation subjects.
 - Opportunities for pupils to assess and evaluate their own work are at a very early stage of development.
 - Annual written reports to parents meet statutory requirements. They are of a good quality and provide information about pupils' progress and achievements in the full range of subjects. Ways forward for pupils are identified and parents have opportunities to comment on their children's progress and achievement.
 - The curriculum provided for the pupils now has much strength and contributes well to pupil's achievement. It is broad and relevant. Teachers' planning, however, has some shortcomings in some subjects. Planning for English and mathematics is good and the delivery of the curriculum in these subjects has successfully raised standards in the school. In the foundation subjects, planning is less effective. In these subjects, work is planned for pupils in two yearly bands, for example, Y3 and Y4. Scrutiny of work, and observation in lessons, shows that progression and continuity are sometimes affected.
 - The provision for children under five is good.
 - The curriculum is also enriched and supported by an impressive range of extra curricular activities, which are very well supported by pupils. These include rugby, football, cross country, netball, short tennis, music, drama club, basketball, bridge and maths clubs,

rounders, and lunchtime environmental club. Over 50 per cent of older pupils take part in local sporting activities.

- The quality of arrangements made by the school for pupils' support, guidance and welfare is good. Very good progress has been made since the previous inspection in improving the accommodation and also in providing more educational support for pupils with SEN in mainstream classes.
- The quality of provision for pupils with SEN is good, and often very good, both in mainstream classes and also in the two units at KS2.
- The school's partnership with parents and the community is good. The partnership with other schools and institutions is satisfactory. Parents are recognised as an important part of school life and all are encouraged to actively participate in their child's education. The Prospectus, whilst being an informative and well-presented document, does not fully comply with the relatively new NAFW Circular 14/01.
- Partnership with industry is good. The school has a good policy on partnership with industry that provides focus and direction for further development of existing links to continue to expose pupils to the working world, and prepare them for adult life.
- The quality of self-evaluation within the school and the effectiveness of target setting are good. A whole school ethos of self-evaluation has been established among staff and governors. This has focussed initially on the core subjects of English, mathematics and science and the foundation subjects of music, history and art in order to raise pupils' achievements.
- The quality of leadership and efficiency is good overall. The high standards noted at the time of the previous inspection have been maintained and further developed. The aims and values of the school are effectively implemented and the school is successful in creating and promoting a strong pastoral ethos, which has a shared sense of purpose and clear direction in continually strengthening its quality of education and quality of life. The school provides very good value for money.
- The head teacher's leadership is very good. She has a very clear vision and is very ably supported by the deputy head teacher and senior management team. The teachers share curricular responsibilities and work closely with others on curriculum development matters. At this point in time, the role of curriculum co-ordinators in monitoring provision and standards of achievement is in need of further development in the foundation subjects and religious education.
- Staffing, accommodation and learning resources are good overall. However, there are some shortcomings in resources in RE, and geography. There has been considerable improvement since the previous inspection in the outdoor play provision for the reception class, but there is room for further development.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards achieved were at least satisfactory in virtually all lessons observed and in 60 per cent they were good. In two per cent they were very good. There has been a significant improvement in standards in English at KS2, and in mathematics and science throughout the school since the last inspection. At that time they were judged to be satisfactory in all three core subjects throughout the school.

- Children in the reception class achieve good standards in personal and social development, mathematics and creative development. They are satisfactory in language and literacy, knowledge and understanding of the world and physical development.
- Standards are currently good in English at KS2. They are good in science, Welsh second language, mathematics and physical education throughout the school. They are good in religious education and history at KS1.
- The last inspection report noted that standards were unsatisfactory in geography, information technology and religious education. This has improved and all standards in all subjects are at least satisfactory.
- Standards in geography are satisfactory throughout the school. Standards have also improved and are now good in physical education and Welsh second language at both key stages, and in history at KS1.
- Standards have been maintained in design and technology and music and are satisfactory.
- Standards in art are satisfactory at both key stages.
- Results of the national tests in mathematics in 2001 at KS1 were above average. All pupils present attained at least level 2. In reading, 61 per cent attained level 2 or above, a lower figure than the national figure. In writing, figures were broadly similar to those attained nationally, with 77 per cent attaining level 2 and above. In science, 82 per cent attained level 2 or above, which is broadly similar to national figures.
- Results in tests in English at KS2 were above broadly average when taken for the whole school in that 64 per cent of pupils attained at least level 4. However, when looking at the standards attained in mainstream the figure is 84 per cent, with 42 per cent attaining level 5, which is nearly double the national figure.
- In mathematics, 64 per cent attained at least level 4, a figure broadly in line with the national figure (69 per cent). However, in main-stream only, the results were higher than national at 84 per cent at level 4 and above, of whom 42 per cent attained level 5.
- In science, 73 per cent attained the expected level 4 or above, and 41 per cent of those exceeded it at level 5. When taking mainstream results only, 87 per cent attained level 4 and above, of whom 55 per cent, more than double the national figure, attained level 5.

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- Pupils with SEN achieve well in all subjects. There are no significant variations in achievement between particular groups of pupils in relation to their age, ability, ethnicity or gender.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in key skills across the curriculum are satisfactory overall. In listening and numeracy they are good. In speaking, reading, writing and ICT they are satisfactory.

- Children in reception who are under five make good progress in their key skills and use them well across all the six areas of learning. In particular, when they use relevant computer programs and work independently to support their work in literacy, numeracy and art.
- Pupils in KS1 demonstrate good listening skills in lessons across the curriculum. They listen to the teacher well and in discussion, they concentrate and listen attentively to the contributions of other pupils.
- Speaking skills are less well developed, despite the many good opportunities that teachers provide in lessons across the curriculum. Some more able pupils express themselves fluently, clearly and confidently, and in subjects across the curriculum are developing a suitable specific vocabulary. Most pupils are confident when asking questions and when participating in role-play.
- Pupils' reading is satisfactory overall but there are insufficient opportunities for pupils to use their reading by looking up information in reference books in subjects across the curriculum, although this is happening in some classes and in some subjects. Most pupils are able to read and interpret worksheets and graphs that they have compiled, but some older pupils lack the higher order reading skills that are needed for good quality independent research.
- Many pupils are developing clear, neat, legible handwriting in subjects across the curriculum, particularly towards the end of KS2, although presentation of written work is sometimes variable. Work in some classes demonstrates that pupils are able to express their own thoughts and ideas through their writing. The use of worksheets in both key stages, however, often limits the pupils' opportunities to develop good quality extended writing across the curriculum. In geography, examples were seen where pupils of all ability levels copied the same work into their exercise books.
- Numeracy skills are well used across the curriculum and as a result, standards are good. In science and geography, pupils frequently use statistical and numerical data to support their work, older pupils use scale to measure distances between Indian cities, for example. They create line graphs showing temperature and rainfall when they compare weather conditions in Cornelly and Kesharpur in India. More able pupils in Y6 point to the variety of graph and other data gathering work they have undertaken and say they are confident that they can create, independently, any type of graph given the appropriate information.
- Use of ICT programs to support work across the curriculum is not yet well established and this affects the quality of pupils' achievement. ICT work across the curriculum is not

planned regularly enough and many occasions were seen during the inspection where good opportunities were missed, for example, although computers were frequently on, they were rarely used. Pupils do use the Internet occasionally to download information about places in geography and they copy graphs, often ones that they have already created by hand, onto the computer. Scrutiny of pupils' work, however, revealed too few examples of word processing and word processors used to draft and redraft written work.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school has a purposeful and supporting ethos. The provision for pupils' moral, social and cultural development is good, and their spiritual development is satisfactory. The school has successfully maintained the good features noted in the previous inspection report.

- Pupils enjoy coming to school, where there is a warm, caring family atmosphere. The nature of the respect shown to all pupils is a praiseworthy feature of the life of the school. They develop a good understanding of the difference between right and wrong and they show respect to others and their possessions. They respond well to teachers and other adults. They are very courteous and welcoming to visitors.
- Relationships between pupils are good. They work and play together in harmony and respond effectively to opportunities to take responsibility. There are good relationships with the community and pupils are developing a good understanding of their responsibilities for the environment.
- Pupils develop a good awareness of those less fortunate than themselves, both in the local area and the wider world. They contribute generously to charitable causes.
- Good emphasis is placed on the curriculum Cymreig and pupils develop a good knowledge and appreciation of the culture and heritage of Wales. Their awareness of other cultures is developing effectively, primarily through work in religious education and geography.
- The school has an effective policy for the promotion of equality of opportunity and good strategies to ensure inclusion of boys and girls of all levels of ability and from all groups in academic and social events. The school celebrates cultural diversity well.
- The school meets statutory requirements for daily worship. Assemblies make an important contribution to pupils' moral and social development. Assemblies make a satisfactory contribution to pupils' spiritual development. There are insufficient planned opportunities during acts of worship and in other areas of the curriculum for reflection, contemplation and for the development of pupils' experiences of awe and wonder.

4.2 Behaviour and Attitudes

Standards of behaviour are good overall and most pupils have a positive attitude to their learning. The school has successfully maintained the good behaviour and positive attitudes noted in the previous inspection report.

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- Both teaching and non-teaching staff know their pupils very well and deal with them sympathetically, but with appropriate firmness when necessary. Pupils respond positively and any potentially challenging behaviour is effectively contained.
 - Staff have clearly benefited from behaviour management training and pupils understand the system of rewards and sanctions, which is consistently implemented.
 - The respect that all adults show pupils is reciprocated wholeheartedly, and this is apparent in relationships throughout the close and caring school community.
 - Pupils enjoy coming to school and show positive attitudes towards learning. This includes pupils in SEN classes, who show that they can concentrate well when the work is made interesting for them.
 - Staff are very aware of issues such as bullying, sexism, racism and other forms of discrimination. Measures taken to implement relevant policies are effective.

4.3 Attendance

The school achieves satisfactory levels of attendance, averaging over 91 per cent in the last three terms.

- Most pupils attend school regularly. However, 25 per cent of pupils have an attendance level of below 90 per cent, despite the best efforts of the head teacher and her staff to resolve this and this unsatisfactory performance adversely affects pupils' learning. Constant attention is given to this problem and the school invokes legal proceedings when necessary.
- Attendance management is good. It is managed by the head teacher with effective support from the efficient school secretary who produces timely and relevant reports, identifying areas of concern. This data is analysed to identify patterns of absence, individual attendance and punctuality, and is then used as the basis of discussions with the Educational Welfare Officer (EWO).
- Unauthorised absence is generally low, and teaching staff and the school secretary work well together to ensure that absence is correctly categorised. The good link between school and home assists in this aspect of attendance management.
- The school has a good attendance policy, all teaching staff consistently follow the clear guide-lines and the completion of registers complies with NAFW Circular 3/99.
- Punctuality at the start of the school day is satisfactory, and latecomers do not interrupt the learning of others. The school keeps accurate records of those pupils who arrive late at school and works assiduously to improve performance.
- Whilst the school does not set overall targets on attendance, considerable time and energy is devoted by the head teacher, teaching staff and the EWO at raising the level of attendance of those pupils whose record gives rise for concern.

5 QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is good overall throughout the school. In virtually all of the lessons observed, the teaching was at least satisfactory and in the majority it was good. In just under a tenth of lessons it was very good. Good teaching was seen in all parts of the school. This is an improvement since the previous inspection when nearly a tenth of lessons at KS1 and KS2 were unsatisfactory. A high proportion of good and very good teaching was observed during the current inspection.

- Teachers have a good knowledge and understanding especially of the core subjects of English, mathematics and science. Lessons in these subjects have good pace and are interesting as a result.
- Relationships throughout the school are good and teachers manage pupils well. They have appropriately high expectations of pupils' behaviour and attainment. As a result, pupils are confident and enjoy their lessons.
- Lesson planning overall is satisfactory. Teachers make good use of their knowledge of the pupils to match teaching to the needs of all. Planning takes suitable consideration of what the pupils already know, especially in the core subjects and teachers ensure there is suitable challenge for higher attaining pupils as well as support for those with special educational needs.
- Assessment in the foundation subjects is only just being developed and so it is not possible for teachers to use information from this to accurately gauge the needs of every pupil in planning for some subjects.
- Teachers make good use of an appropriate range of teaching techniques including whole class, group and individual instruction and support. This has a positive impact on pupils' learning.
- Good use is made of discussion time at the start of lessons to develop pupils' vocabulary as well as their understanding of the tasks set. At the end of lessons effective use is made of plenary sessions to reinforce the learning.
- Support staff are well informed and effectively deployed and make a very positive contribution to pupils' learning.
- Appropriate use is made of homework such as reading and this enables parents to be suitably involved in their children's learning.
- Teaching in the reception takes good account of the needs of young children. It is effectively planned with the foundation curriculum for children under five in mind.
- Some teachers lack confidence in teaching some foundation subjects, such as music and information technology. The school is aware of this and further training has been planned.

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- Teaching of pupils with special educational needs is good and as a result these pupils achieve well.

5.2 Assessment, Recording and Reporting

The quality of assessment and recording is satisfactory overall. The quality of reporting to parents is good. This is a very good level of improvement since the previous inspection, when they were judged to be at a “developmental” stage.

- The school has a recently revised policy for assessment, which has helped establish clear procedures. These are beginning to be effectively developed by the assessment, recording and reporting (ARR) co-ordinator.
- A number of standardised tests, together with end of key stage NC assessments, are used to provide a significant amount of information for the core subjects, which is used to identify areas for improvement.
- Target setting for individual pupils based on data obtained from tests including the SAT’s is beginning to develop effectively in the school.
- Formal assessments of the under-fives are based on the desirable outcomes for learning. An end of year report is produced which reflects children’s progress in the six areas of learning and suggests helpful targets for future improvement.
- The school uses the LEA scheme for baseline assessment of the reception pupils. This provides information for curriculum planning, target setting and early identification of pupils with SEN.
- Pupils written work is marked regularly and provides effective feedback in the core areas.
- Assessment opportunities are identified in medium and short-term planning but assessment data and information derived from marking do not inform planning for pupils of all abilities in a rigorous enough manner in foundation subjects to effectively raise standards.
- Pupils’ achievements in the core areas are assessed termly and cumulative records are kept. At this point in time there is no system of formal assessment and record keeping for the foundation studies and religious education.
- Opportunities for pupils to assess and evaluate their own work are at a very early stage of development.
- An effective portfolio of assessed and levelled work in English is available to assist teachers in the levelling process. Similar portfolios are being developed in mathematics and science.
- Each pupil has a Record of Achievement folder, which contains the results of tests and examples of pupils work in the core areas in particular. Records of personal and social development are kept and completed on an annual basis.

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- Annual written reports to parents meet statutory requirements. They are of a good quality and provide information about pupils' progress and achievements in the full range of subjects. Ways forward for pupils are identified and parents have opportunities to comment on their children's progress and achievement.

5.3 Curriculum

The curriculum provided for the pupils now has much strength and contributes well to pupils' achievement. It is broad and relevant. Teachers' planning, however, has some shortcomings in some subjects.

- The quality of the curriculum provided for pupils in the reception class who are under five is generally good and is carefully planned to cover all the six areas of development. It ensures that children achieve well and make good progress towards the desirable outcomes for learning. The school still lacks a designated outdoor area where reception children can engage in activities to develop good body control, confidence and mobility, although suitable equipment to develop this area has been purchased. This is a concern as it was identified as a shortcoming at the time of the previous inspection.
- Policies and schemes of work for all subjects have now been devised, and although they are still subject to review, provide a good support to teacher planning. Most subjects are now taught discretely, although a topic approach is still evident where it can be appropriately used. Planning for English and mathematics is effectively based on the literacy and numeracy strategies. Time allocation for these and other subjects is appropriate.
- The curriculum is enriched in many ways and provides a range of extra benefits for pupils at the school. This includes enjoyable and stimulating experiences, such as visits into the locality and beyond, fieldwork and residential visits. Visitors to school make a good contribution. There is a very good emphasis on speaking and listening through role-play and other methods, which pupils enjoy.
- The curriculum is also enriched and supported by an impressive range of extra curricular activities, which are very well supported by pupils. These include rugby, football, cross country, netball, short tennis, music, drama club, basketball, bridge and maths clubs, rounders, and lunchtime environmental club. Over 50 per cent of older pupils take part in local sporting activities. Of note is the extra tuition offered in the three core subjects to pupils at the end of KS2 each morning during the Easter holidays.
- Planning for English and mathematics is good and the delivery of the curriculum in these subjects has successfully raised standards in the school. In the foundation subjects, planning is less effective. In these subjects, work is planned for pupils in two yearly bands, for example, Y3 and Y4. Scrutiny of work, and observation in lessons, shows that progression and continuity are sometimes affected. This occurs when work is not always planned to meet the needs of the two year groups and the wide range of ability levels in these classes, in particular, provision of suitably challenging extension work for more able pupils. Examples were seen during the inspection where the identical planning sheet was used in two classes of different year groups without any adaptation or extension work.

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- Curricular provision for pupils with special educational needs is good. These pupils are very well supported and their individual education plans are thorough. They are therefore able to complete their tasks appropriately and confidently. They have full access to the whole curriculum and all aspects of school life.
 - There is no explicit planning for development of pupils' personal, social and health education, as this is dealt with through other subjects of the curriculum, particularly science. Planning for key skills is firmly embedded in teachers' own planning, but as this is relatively new, its full impact has yet to be achieved.
 - The school works hard to encourage and involve parents in supporting their children's education at home. Homework is carefully planned and set regularly, so that provision is appropriate at all levels. Its main focus is developing basic skills, such as reading, spelling and tables, however, some topic and other work is also set.
 - Curricular provision for English and maths is thoroughly monitored by curriculum co-ordinators and the head teacher. Monitoring of provision in other subjects is at an early stage, and although co-ordinators have carefully monitored teacher planning, monitoring of other aspects is still part of a future rolling programme.

5.4 Support, Guidance and Pupils' Welfare

The quality of arrangements made by the school for pupils' support, guidance and welfare is good.

- The school is fully aware of its responsibilities to its pupils and fulfils these conscientiously, both through well-organised systems and also intuitively in its day-to-day life.
- Child protection procedures are rigorous: all staff, teaching and non-teaching, monitor pupils closely and effective records are kept of any concerns. A wide range of outside agencies is involved in supporting the school with additional expertise and advice. The head teacher is the main person responsible.
- Staff respond appropriately to pupils' personal and educational needs. Pupils themselves know where to turn for help if they need it.
- Effective policies are in place to prevent bullying, sexism and racism. There was no evidence of bullying during the inspection and parents have not identified it as a major problem in the school.
- A co-ordinator for Personal and Social Education (PSE) has recently been appointed and this aspect has been identified as a specific target in the current School Development Plan (SDP). Appropriate attention is given to national guidelines in drawing up policy documents.
- The school has made significant progress in ensuring the health and safety of its pupils.
- The school's healthy eating policy is put into practice successfully by means of the school tuck shop. This is effectively run by pupils' themselves, with adult help.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is good, and often very good.

- Seventy-seven pupils are identified by the school as having SEN. These pupils are all on stages one to three of the Code of Practice and have a wide variety of needs, including learning, behaviour, medical and speech and language difficulties. There are no pupils with statements for SEN. All pupils with special educational needs have full access to the curriculum and are well integrated into the life and work of the school. They are happy and secure in their learning.
- Twenty-six pupils are in two special units catering for pupils in Y3 and Y4 and pupils in Y5 and Y6. Some of these pupils come from outside the catchment area of the school. Provision in these units and in mainstream classes is equally good. Teaching is good and pupils are well supported to complete their tasks, which are carefully prepared according to the needs identified in their individual education plans.
- The school has a high movement of pupils in and out of the school. Records show that of the 24 pupils that have joined the school since last September, 20 have significant SEN difficulties. Appropriate programmes of work have been put in place.
- Results in national and other tests show the school has been very successful in raising the standards of achievement for pupils with special educational needs in recent years. This is particularly evident by the end of KS2.
- A part-time teacher, who works with pupils across the school, provides language support, although priority has to be given to younger pupils. Evidence shows that the school is able to reintegrate pupils with SEN and move others down and off the register. This is because of the good quality teaching and support that they get both in mainstream and in the units. It is also because SEN difficulties are identified very early and action is taken immediately.
- The school's policy for SEN is thorough and all requirements are fully met. Adjustments are being made to ensure that the new Code of Practice is in place by September. Co-ordination of this aspect is very good and all staff know the difficulties of pupils with SEN very well.
- The link governor for SEN works closely with the school and keeps the governing body well informed on SEN matters. Governors are currently funding extra support for pupils with SEN, within budgetary constraints.
- Teachers and other staff, and particularly the special needs co-ordinator are well trained to provide for the needs of pupils with SEN in their classes. Recently, this resulted in the introduction of a Language Enrichment Programme, which has been successful in raising the standards of achievement of pupils with speech and language difficulties.
- Links with outside agencies and parents are good and well documented. Parents are fully involved in decisions that are made about their children.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school's partnership with parents and the community is good. The partnership with other schools and institutions is satisfactory.

- Parents are recognised as an important part of school life and all are encouraged to actively participate in their child's education. They are made welcome in the school and a number of parents help in day-to-day activities, running the library, assisting with reading and making resources for class teachers. These parents make a good contribution to standards of achievement.
- Parents, and grandparents, regularly attend class assemblies and these gatherings create opportunities for discussions of an informal nature and are effective in building good relationships. A good home school agreement is in operation. The PTA run a range of events and is effective in raising funds for the school.
- Regular information is provided for parents, that keeps them aware of school news, events and curriculum issues. The good reports, parents' evenings and the Spring 'Tray and Display' afternoon advise them of pupils' progress. The Prospectus, whilst being an informative and well-presented document, does not fully comply with the relatively new NAFW Circular 14/01.
- The school, in line with one of the aims in the School Development plan, has clearly developed and strengthened links with the community. Their efforts have been recognised, and rewarded, in the achievement of the Schools Curriculum Award 2002. The school has also achieved a national sporting award.
- Visitors to the school, and external visits to places of educational interest, are used effectively to enrich pupils' experiences and learning. The community is involved in the school and has supported the creation of the secret garden and assisted in the production of an attractive mural. The work undertaken by young individuals, on job seekers allowance, in painting parts of the school is a good example of the mutually beneficial links. The Kenfig Trust is a generous provider of funds for the school.
- Good relationships have been developed with the local nursery school, and make for a caring introduction into compulsory education. Onward transition, though well established with both receiving comprehensive schools, continues to be developed. Currently, not all curriculum links are in place.
- The school has effective working arrangements with Trinity College, Carmarthen, and also with the local Colleges in Bridgend and Pencoed. These partnerships provide work placements for students, and teaching staff, avail themselves of course opportunities. Students from the local comprehensive schools undertake work experience in the school.
- The school has a good working relationship with the local education authority (LEA).

5.7 Partnership with Industry

Partnership with industry is good.

- The school has a good policy on partnership with industry that provides focus and direction for further development of existing links to continue to expose pupils to the working world, and prepare them for adult life.
- A number of successful partnerships have been created across the industrial and commercial sectors which have resulted in enhancing pupils' knowledge of the world of work, and are a valuable source of sponsorship for the school.
- Particularly effective amongst these links are those created through the Education Business Partnership, benefiting pupils in design technology and science, the media project with a major national newspaper and the 'People who help us' which provides information covering both educational and social issues.
- The companies, organisations and colleges, providing sponsorship and funds to the school are numerous and are a credit to both the hard work undertaken by the school and its place in the local community.
- The school has achieved the Investors in People award.
- Work placements, for staff, do not currently form part of the staff development programme. At least one member of staff had significant commercial experience prior to starting a teaching career.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation within the school and the effectiveness of target setting are good.

- A whole school ethos of self-evaluation has been established among staff and governors. This evaluation has focussed initially on the core subjects of English, mathematics and science and the foundation subjects of music, history and art, and draws on first hand evidence of the quality of teaching and learning, and the evaluation of the standards achieved by pupils in their work.
- Criteria have been agreed against which school's performance can be monitored. SAT's and commercial assessment results are analysed and rolling averages reported, together with tracking of individual pupil's progress.
- The head teacher regularly monitors the quality of teaching and learning in classes across the school.
- National and local data are used appropriately to compare aspects of the school's performance against that of other schools.

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- The school has set priorities and appropriately challenging targets for improvement. Targets are measurable and are incorporated into the School Development Plan, where costs and dates for completion are also itemised. This has been effectively linked to the school's successful bid for the Investor's in People award.
 - Governors are suitably involved in the monitoring of analysis and plans of action.
 - When setting targets, the school takes into account the differing abilities of different groups. The school staff develop an honest and accurate assessment of their strengths and weaknesses and targets are suitably challenging.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is good overall. The aims and values of the school are effectively implemented and the school is successful in creating and promoting a strong pastoral ethos. This has a shared sense of purpose and clear direction in continually strengthening its quality of education and quality of life.

- The head teacher's leadership is very good. She has a very clear vision and is very ably supported by the deputy head teacher and senior management team, which meet regularly. Appropriate minutes are rigorously kept of meetings.
- The teachers share curricular responsibilities and work closely with others on curriculum development matters. At this point in time, the role of curriculum co-ordinators in monitoring provision and standards of achievement is underdeveloped in the foundation subjects and religious education.
- Staff meetings are held regularly and detailed minutes are kept of discussions and decisions made in order to improve the school's provision.
- The governing body is very supportive of the school and performs its statutory requirements effectively. The governors receive information regularly from the head and they fully understand their duties and responsibilities. They deal with the budget and receive effective support from the LEA. Curriculum links to monitor provision and standards of achievement are beginning to develop effectively. The chairperson keeps close and regular contact with the school.
- The school budget is managed effectively and efficiently by the finance sub committee, which pays good attention to cost effectiveness. Through the support of the administrative officer and LEA link officer, day-to-day spending is monitored carefully. The budget is used for educational priorities as identified in the school development plan (SDP). An audit of the school budget has been taken and all of the recommendations have been successfully undertaken.
- Day-to-day organisation and administration runs smoothly and very effectively. The school secretary carries out her duties very efficiently and conscientiously. Considering the quality of the education provided and the good progress made by pupils, the school provides very good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are good overall, although there are some shortcomings in relation to resources in RE and geography, and also outdoor play provision for the reception class. A staff appraisal system has been instigated to recognise teachers' professional needs. The school has made substantial improvements to accommodation, such as renewing all windows, creating attractive learning areas from old cloakrooms, improving boys' and girls' toilets, installing shower facilities and making the building safe. It has provided improved resources for the Early Years to promote physical progress, although there is still a need to provide a designated play area. There are now more resources for pupils with SEN in mainstream classes.

- The school has an adequate number of staff for the pupils on roll, appropriately qualified and effectively deployed.
- Job descriptions are in place and all teachers have attended an appropriate range of in-service courses. These contribute effectively to their professional development and to raising pupils' standards of achievement.
- Teachers are well supported by the effective use of support staff, whose caring contribution to pupils' learning and well-being has a positive impact upon the life of the school.
- The caretaker, cleaning staff, lunchtime supervisors and kitchen staff all make a significant contribution to the caring ethos of the school and the school secretary provides efficient administrative support.
- The accommodation is adequate for the number of pupils. A substantial programme of refurbishment has contributed significantly to ensuring a safe, attractive learning environment for pupils. This clearly has an impact on standards of achievement.
- The 'Secret Garden', donated by parents, is an attractive feature of the school grounds; clearly appreciated by pupils, it provides them with valuable first-hand experiences and contributes effectively to their learning.
- Displays of pupils' work and murals created with the help of outside agencies reflect the broad curriculum of the school and create a colourful, stimulating environment. Imaginative features in the school foyer are appreciated by pupils and add a welcoming note for any visitors, signalling a school that feels its pupils deserve only the best.
- Overall, resources are good, although there are still some shortcomings in geography, and religious education. The library is well organised, with a good supply of books, providing a pleasant environment to promote study.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall provision for the under fives is appropriate and promotes the Desirable Learning Outcomes. The standards achieved in both reception classes are good in personal and social, mathematical and creative development. They are satisfactory in language and literacy and knowledge and understanding of the world and in physical development.

Language, literacy and communication skills

Good Features

- In reception, children enjoy and engage well in simple conversation in Welsh and English. They initiate questions and some answer confidently and clearly. They enjoy role-play in the safari hut and at the train station.
- In news and other discussion times they speak spontaneously and eagerly, understand and respond well to expectations that everyone should speak and share their experiences, in turn. Some can relate the broad thrust of a story, in simple terms, from the illustrations.
- Many listen attentively when others speak in discussion and become engrossed in stories read by adults. They listen for sustained periods.
- More able children are making a good start to reading. They recognise familiar words in simple texts and know some single sounds. They identify character and themes in the books they are reading, in very simple terms. Less able children also enjoy books and understand that print and pictures carry meaning. They are enthusiastic about stories in English and Welsh, offering sensible comments. They recognise their own names.
- Writing is developing well in both reception classes and used for a range of purposes. More able pupils are already writing simple sentences independently. Letters are clear and well shaped. The writing of less able children is at an early stage, although they engage purposefully in emergent writing, where they express their own ideas and follow lines set by the teacher.

Shortcomings

- Many children have unclear speech and are reluctant to talk without considerable adult intervention. They do not, for example, have the speaking skills needed to play independently in the “ticket office” and buy tickets successfully for a “train journey”. Some children still speak in phrases rather than full sentences.
- Able readers in reception do not use their phonic knowledge to sound out simple new words independently. They stop when they come to unfamiliar words and wait for the word to be read to them.
- Without support, many reversals are present in the writing of less able children and letter formation is wobbly.

Personal and Social Development

Good Features

- Children are happy and secure in their learning and eager to come to school.
- They listen attentively, behave very well and take turns appropriately. They dress and undress, with support, and personal hygiene skills are appropriate. They are beginning to exercise self-control and work independently. They get out and clear away their own toys quickly and safely and share and take turns appropriately. They choose their own activities enthusiastically.
- Children with SEN are fully integrated into all activities.
- Relationships are good throughout and when children play in the various role-play areas, for example, interpersonal skills are good.
- Children begin to express their feelings about animal care confidently and thoughtfully, when they learn how to treat living things with care and concern and relate some relevant examples from their own experience.

Shortcomings

There are no significant shortcomings.

Mathematical Development

Good Features

- In reception, children's numeracy skills are developing well. They recognise numbers to 10 and beyond, can count to 50 and have a developing mathematical vocabulary. They understand more/less than, and add on and back competently. They successfully sort for colour shape and other attributes.
- They identify and name basic shapes, including rectangle, and have a growing mathematical vocabulary of shape, weight and size, and "full and empty" when they play with water.
- They know and recite a wide range of number songs and rhymes.

Shortcomings

- Some children are unsure of the concept of balancing, or whether the scales go up or down if the object is heavy.

Knowledge and Understanding of the World

Good Features

- Many children enter reception with a very basic general knowledge. The school successfully builds on this to help them come to understand the world around them.

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- They understand, for example, that heating and cooling some materials, such as water, causes them to change. They recognise that some changes are reversible when they freeze and melt water.
 - They begin to recognise how they have grown and changed since babyhood when they discuss early photographs of themselves. They learn how washing was done long ago when they wash clothes with an old bath and dolly and hang them out to dry.
 - They learn about technology when they use a mouse independently to move characters on a computer screen and create their own pictures. Also when they use a listening station independently to listen to stories.
 - They begin to learn about the locality in and around the school, when they identify and draw significant landmarks on a walk, such as houses outside the school and shops and buildings in the local shopping centre.

Shortcomings

- Examples of recorded work are sometimes immature. This reflects some children's limited experiences and basic vocabulary.

Physical Development

Good Features

- In reception, in PE lessons, children follow simple instructions to the best of their ability. They effectively take part in "warm-up" and concentrate well on each part of their bodies. They are beginning to understand how to work as part of a team. Some children move in and out of each other and cones, and change direction smoothly.
- When engaging in outdoor play with wheeled and other toys, some children have appropriate co-ordination, mobility and balance. Some children display suitable body control and movement.
- On the whole, children's fine motor skills are developing well as they are beginning to handle small tools, such as pencils, scissors and brushes effectively. When they use construction toys independently, manipulative skills are sound.

Shortcomings

- Some children lack co-ordination as they move around the classroom and when engaging in outdoor play. They are not well co-ordinated and balance and spatial awareness skills are low. They cannot always control and quickly stop their wheeled toys.
- Some children are not agile enough to miss all the cones when moving in and out of them in PE.

Creative Development

Good features

- Children enjoy singing in both English and Welsh. They have good recall of a range of rhymes and songs and singing is tuneful. They name a range of simple percussion

instruments, know whether they should be shaken or tapped. They tap and clap with a steady beat. They create their own good quality musical instruments from recyclable materials and thoughtfully consider different ways they can be played.

- Children are enthusiastic about painting and drawing and to support their topic work, they create good quality, detailed “jungle” pictures, overlaid with a soft colour wash, while listening to typical and atmospheric music from the South American Rainforest.
- Paintings are imaginative, bold and colourful. Children confidently mix colours to create their own hues. They engage purposefully in collage work using an interesting range of materials.

Shortcomings

There are no significant shortcomings.

English

Standards are satisfactory overall in KS1 and at the lower end of KS2. They are good in listening and writing. In the upper part of KS2, standards are good in oracy, reading and writing.

Good features

- KS1 pupils listen well and respond appropriately to commands and instructions. They develop a good recall of previously read stories. Across the key stage, the majority of pupils make sound progress in their speaking skills. By the end of the key stage, they reach satisfactory standards in responding to questions and contributing to discussions. In a minority of cases, standards are good and pupils’ responses are more extended and they make good contributions to discussions.
- The listening skills of lower KS2 pupils are generally good. The speaking skills of the majority are satisfactory only, as they discuss, for example, the behaviour and feelings of characters in a story. A minority make effective contributions as they discuss their work in a number of curriculum areas.
- The majority of pupils in the upper part of the key stage are developing good oracy skills and contribute effectively and often in a comprehensive manner to a wide range of discussion opportunities which include responding to moral topics and presenting arguments on environmental issues. They discuss characters and plots in books in an effective manner.
- KS1 pupils make sound progress across the key stage in their reading skills and by the end of the key stage the majority read in a satisfactory manner and are beginning to understand the difference between fact and fiction. A minority read with good expression and with a well developed level of understanding.
- The majority of younger KS2 pupils read with satisfactory levels of fluency and expression. A small minority demonstrate good reading skills and good levels of understanding as they discuss features relating to the books they read.

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- By the latter part of the key stage, the majority of older pupils have developed good reading skills, they discuss their reading effectively and make effective use of their developing skills to gather information from a variety of sources within the classroom.
 - Across KS1, pupils make good progress in their sentence writing for a variety of purposes, including answering questions. They use capital letters and full stops effectively. A number of Year 2 pupils make appropriate use of speech marks and question marks.
 - By the end of KS1, the majority of pupils reach a standard, which is good in their independent writing. Their written work covers a good range of both factual and creative work which include descriptions of pictures, letters, accounts of visits, instructions, stories, poems and simple dialogues.
 - Across KS2, the writing skills of the majority of pupils develop effectively as they write for a good range of purposes. At levels appropriate to age and ability, pupils write for a range of creative and factual purposes and the majority write effectively in a variety of styles.
 - Younger pupils demonstrate a sound understanding of rhyme and they use similes effectively as they write poems about a rubbish dump, for example, or various objects.
 - The work of the majority of older pupils in particular often includes well-written poems, stories, play scripts, character studies, information sheets, instructions and descriptive accounts of famous people, places and processes. They write well set out letters and develop arguments effectively.
 - The majority of pupils across the key stages, at levels appropriate to their stage of development, demonstrate good attention to the conventions of writing. Year 6 pupils, for example, make particularly good use of paragraphs, brackets and semi-colons in their written work.
 - Older pupils are able to perfect their work to a good standard through writing a synopsis and drafting and redrafting.
 - Standards handwriting throughout the school are variable. They are satisfactory overall.

Shortcomings

- The majority of KS1 pupils need to develop further their oracy skills.
- The reading skills of a significant minority of KS1 and younger KS2 pupils are underdeveloped.
- Older pupils make insufficient use of their word-processing skills for drafting and re-drafting purposes.

Mathematics

Standards of achievement in mathematics are good. The school has had a clear focus on this subject since the previous inspection and has succeeded in raising standards by 30 per cent in recent years.

Good Features

- Pupils in KS1 have well-developed numeracy skills. More able younger pupils can count to 50, and add on or back from a given number. Less able pupils count reliably to 10 and add and subtract accurately. The majority of pupils towards the end of KS1 recite numbers accurately to 100 and within that range can recognise numbers that are one or 10 more or less than 100. They respond very well to the challenges that are offered to extend their learning.
- The concept of place value is also developing well and the majority of pupils are confident and accurate when they use number paddles to show three digit numbers to 1000. They also use large floor place value cards appropriately and enthusiastically show off their knowledge, counting on and back from given numbers, such as 385 and 432. More able groups work entirely independently when they create and record their own simple sums to illustrate this skill. Some pupils thoroughly enjoy sharing their success in creating numbers just below 1000 and adding on 10 to take them over the 1000, for example, when 998 becomes 1008.
- Other mathematical skills are also developing appropriately. Younger pupils understand the term capacity and can identify which objects contain the most liquid. When considering reflective symmetry, pupils are aware that folding paper in half accurately will show if a shape is symmetrical. Older pupils use arbitrary and accurate measures for measuring length and analyse simple graphs that they have created such as favourite foods in the class. They recognise simple fractions and give change accurately when shopping.
- Pupils in KS2 have equally well-developed numeracy skills. They have a good knowledge of the processes of addition, subtraction, multiplication and division and apply their knowledge effectively in a variety of ways. Younger pupils, for example, solve simple problems when shopping with money. Older pupils set about organising finances for the football world cup, such as ordering batches of world cup shirts.
- Other work across all the areas of mathematics is good overall and very good by the end of the key stage, especially when linked effectively to other subjects. A good example is when younger pupils learn to recognise the eight points of a compass and use them to locate North and other directions. They show they understand by pointing to landmarks they can and cannot see, such as the M4 motorway. They use their new knowledge to construct simple compasses from circular paper and use them appropriately.
- Older pupils successfully investigate how to use a tally/frequency chart and then present information using bar graphs and line graphs. They make sensible suggestions on how to handle and present data. They understand the purpose of tallying and some of the more able understand the term “frequency”. They make accurate tallies, noting the frequency of numbers and also checking scores. They show initiative in crossing out numbers as

they count. They independently construct appropriate bar and other graphs to present their information.

- Mathematics club and the Easter holiday revision scheme for older pupils in KS2 have had a good impact on raising standards.

Shortcomings

- Measurement of capacity is still insecure when younger pupils in KS1 count “one, two, three” when pouring from one jar to another.
- Pupils in KS2, although they know their tables well by rote, are less mentally agile when answering questions using this knowledge.

Science

Standards are good at both key stages. This represents a good improvement since the previous inspection when standards were satisfactory.

Good features

- Pupils in KS1 sort materials into different types according to their physical characteristics. They experiment in heating a range of materials, such as jelly, ice, sugar and butter and noting the changes that occur.
- They sort materials into those which are attracted by magnets and those which are not. They can say why some materials are better suited to some uses than others.
- They learn about the different parts of a plant and label them. They can describe the life cycle of a plant.
- They name and label the parts of the human body. They sort living things into groups and can describe the differences between living and non-living things.
- Pupils learn about light sources and sound and how it moves. They experiment with simple sound-proofing.
- They learn about energy and forces and make simple circuits and compare how materials and objects move when placed on a ramp. They know that a push is a force and that an object will continue to travel in the direction of the push.
- Pupils in KS2 learn what a seed needs to grow and conduct experiments in which they vary light and warmth and compare results.
- They experiment to find solutions to problems, such as finding how far an elastic band will stretch.
- They plan investigations, showing good levels of awareness of a fair test.
- Older pupils build effectively on work covered in KS1, recognising changes in materials in extreme temperatures, such as freezing, for example.

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- They learn how plants photosynthesise energy from sunlight. They know that a major constituent of bones is calcium.
 - They develop their knowledge of materials, checking to find out which are transparent and which translucent or opaque. They link this to work on shadows deciding which material would be the best choice to make a shadow puppet from.
 - They experiment with batteries to experiment if altering a current affects the brightness of a bulb.
 - Pupils can list which plants grow in which environment and make careful observations of different soil types.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Standards of achievement in Welsh as a second language are good in both key stages.

Good features

- Pupils in both key stages develop a positive attitude towards the language and respond effectively when given opportunities to use it. They demonstrate an increasing confidence in their use of Welsh as they move through the school.
- Their levels of understanding, their pronunciation and intonation skills develop particularly well.
- At appropriate levels, the majority of pupils throughout the school make good use of Welsh in everyday situations. They ask and answer questions in a variety of contexts. KS1 pupils for example, use the language to enhance their counting and mathematic skills, while pupils in the SEN classes respond particularly well to commands and instructions.
- A good foundation is established with the under fives, particularly with regard to familiarising children with the sounds of the language. Pupils develop a very sound basic grasp of the language.
- Pupils in KS1 make good progress in their skills of listening and speaking. They respond well to instructions and speak with appropriate expression. Across the key stage they develop a good range of sentence patterns and vocabulary, which they use confidently when talking about the weather, parts of the body and food.
- The majority write phrases and simple sentences effectively. In Y2, for example pupils provide a good range of personal details in their writing.
- The majority make good progress in their reading skills as they read captions, their own work and simple reading books with their teachers.

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- Younger KS2 pupils build effectively on their previous experience. Pupils in Years 3 and 4 demonstrate good conversational skills as they demonstrate an increasing grasp of a variety of forms of asking and answering questions. They discuss features relating to the family, food and clothing particularly well. They are beginning to tell the time in an appropriate manner.
 - By the end of KS2 pupils effectively use a wide range of language patterns including patterns relating to the past tense effectively. They offer reasons why they enjoy different television programmes and build effectively on their earlier work on time. Pupils in Y6 confidently gather information and discuss the weather in different parts of the world.
 - Across the key stages pupils' writing skills develop well. Younger KS2 record personal and factual information whilst older pupils, write dialogues and more extended paragraphs. They use a variety of sentence patterns and make good use of their word processing skills.
 - Throughout the key stage standards in reading are sound. The majority of KS2 pupils read dialogues, for example, with good expression and demonstrate a good understanding of what they read.

Shortcomings

There are no major shortcomings although older pupils need to further develop their skills as independent readers.

Design and technology

Standards of achievement in design and technology are satisfactory in both key stages. It was not possible to see a design and technology lesson during the period of the inspection; the report is based on scrutiny of work and discussion with pupils and teachers.

Good features

- In KS1, pupils understand that materials behave in different ways; for instance, in their experiments to strengthen paper and make it more rigid for a specific purpose.
- They investigate wheeled vehicles, recording the different features and use this research effectively to plan and make their own products.
- They use simple mechanisms, such as wheels and axles to make their vehicles move. Pupils in Y2 design and make Christening cards linked with work in RE. The products are attractive and decorative, showing individual and creative responses.
- They make simple puppets following a pattern, individualising outcomes with applied decoration.
- In KS2, pupils experiment purposefully with cams and levers in focused tasks prior to creating 2-D cards of animals with moving parts. Outcomes are variable in quality, but show generally good understanding of how to apply knowledge of a simple mechanism and also good collaborative skills.

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- Pupils study kitchen implements preparatory to designing a kitchen tidy, showing some evidence in the most able of an appreciation of the design process.
 - Pupils show an appreciation of the design and technology of other cultures, such as Japan, when they visit a local firm to sample paper-making, origami, calligraphy and kite making.
 - Year 6 pupils understand how electrical circuits can be used to achieve functional results in their class models of a lighthouse and traffic lights. They use ICT successfully to create, test and store instructions to control these models.

Shortcomings

- In some cases in KS1, design and technology activities do not always allow for enough individual input from pupils, so that their creative skills are not fully nurtured.
- Pupils do not consistently use ICT in the school to record, develop and communicate aspects of pupils' design ideas.

Information technology

Standards are good at KS1 and satisfactory at KS2. This is a good level of improvement since the previous inspection, when standards were judged to be unsatisfactory overall.

Good features

- Pupils in KS1 handle the mouse with suitable levels of confidence and control.
- They use art programs to draw pictures, linked to work in other subjects. They colour these in using the filling in tool on the drawing program.
- They work together to move icons and pictures around the screen and to control what happens.
- Information technology skills are applied well in mathematics and pupils use simple programs to draw graphs to represent their findings in mathematics.
- They write up their work and print it out neatly using word processing skills.
- Pupils in KS2 use computers to draw graphs in mathematics and to write up their findings in history. They make graphs with the computer such as of how long it takes sugar to dissolve in water, draw pictures of St Lucia, linked to work in geography and make mosaic patterns, linked to work on the Romans.
- Word processing skills are developed effectively and many pupils contribute to the school magazine, designing how their page will look, incorporating pictures and choosing font size and style.
- Pupils in Y6 write pen portraits of themselves in Welsh and print these out to display around the classroom.

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- They can explain how a spreadsheet works and most can interpret information from the spreadsheet with appropriate skill.
 - Pupils with special educational needs use computer skills very well to support their learning in mathematics and English.

Shortcomings

- Pupils do not have well-developed skills in using inter-net and computer research skills to support their learning in all subjects at KS2.

History

Standards in history are good in KS1 and in the lower part of KS2. They are satisfactory at the end of KS2.

Good features

- In KS1, pupils acquire a good historical vocabulary and are beginning to develop a sound sense of chronology as they draw a variety of objects on simple timelines and by drawing family trees.
- Pupils' understanding of change, is enhanced as they compare their own toys with those used when their grandparents were young.
- Across the key stage pupils effectively compare and contrast their own experiences of travelling and ways of travelling fifty and a hundred and more years ago.
- They make good use of the experience provided by a local historian, who used artefacts to demonstrate aspects of home life during the earlier part of the last century. They make particularly effective use of artefacts and pictures to develop a good understanding of changes in washing and ironing during the last hundred years
- The majority demonstrate a good understanding of the changes which electricity has brought to peoples lives
- Younger KS2 pupils are aware of differences in the lives of rich and poor in Tudor times and demonstrate a sound understanding of the life of William Morgan and the effect of translating the Bible into Welsh. Older pupils draw on their visit to a manor house to enhance their understanding of the Stuart period.
- Across the key stage, pupils benefit from visits to the Celtic village at the Museum of Welsh Life and the Roman fort at Caerleon to enhance their understanding of aspects of life in Celtic and Roman times. They make satisfactory use of timelines to develop an awareness of some key events during the period and they develop an awareness of the work of archaeologists.
- Across the key stage pupils are aware of how the Celts defended themselves and give reasons for the location of settlements. They describe the Celtic roundhouse and understand how it was built. They demonstrate a satisfactory awareness of features relating to the Celtic year and work of farmers.

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- Pupils in the lower end of the key stage are aware of the organisation of the Celtic tribe and of the work of different strata. They are aware of the importance of iron to the Celts.
 - Younger KS2 pupils make good use of a range of artifacts to enhance their understanding of the everyday life of Romans in Britain. Younger SEN pupils are beginning to develop understanding of the importance of baths in Roman times as part of their focus on Roman leisure activities
 - Older SEN pupils demonstrate a good recall of features relating to the Roman fort at Caerleon and offered reasons why the Romans came to Britain.
 - Pupils across the key stage take on the role of a Roman soldier as they write a letter describing life in Caerleon while older pupils present accounts of a battle between the Celts (led by Boudicca) and the Romans in newspaper form.
 - Older pupils are beginning to make satisfactory use of picture evidence to gather information about Celtic life and more limited use of text information. Their understanding of the concept of interpretation is at a very early stage of development.

Shortcomings

- A majority of pupils at the upper end of KS2 do not demonstrate that they have focused on units of study in sufficient detail.
- By the end of the key stage, the skills of the majority of pupils in relation to gathering evidence from a variety of sources and using the evidence effectively are underdeveloped.
- Their understanding that representations and interpretations of the past may be open to question is limited.
- A significant minority of older pupils have an insecure grasp of the chronology of the of the KS2 periods of study

Geography

Standards of achievement in geography are satisfactory overall in both key stages. No lessons were seen in KS1, and judgements were made after scrutiny of pupil's work and talking to pupils. There has been an appropriate level of improvement since the previous inspection, when standards were judged to be unsatisfactory.

Good Features

- In KS1 pupils undertake a good range of fieldwork and have a developing knowledge of their local area and the world beyond. This is demonstrated when they compare and contrast the village of Cornelly with the village of Newton. They compare the types of houses that were seen, and compile a bar graph, by hand and on computer, to show the items of street furniture that they observed.
- They effectively record in a variety of other ways things that they saw in the village, for example, good quality observational drawings of the church and the different types of shops and houses that they observed.

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- Older pupils successfully create a key to identify main landmarks on a map of Newton. After learning about life on the fictional Isle of Struay, they record in simple drawing, both man made and physical features on the island.
 - They confidently use maps to identify significant features, such as the four countries of the UK and land and sea masses on a world map.
 - In KS2, younger pupils demonstrate quite good previous knowledge of the island of St Lucia in terms of people, climate and weather, as they brainstorm and record ideas on the board. They then investigate to find out the effects of tourism on St Lucia, both positive and negative and use aerial and other photographs and travel magazines appropriately to illustrate points in discussion.
 - Older pupils begin to become proficient in using a widening range of skills and extend their geographical vocabulary, when they compare local weather conditions with those prevailing in Kesharpur in India. Less able pupils, working appropriately in pairs, use information provided by the teacher to record their information in line graphs. Others use a suitable computer program to record their information, working reasonably independently. More able pupils create a graph, which shows rainfall and temperature together and can thoughtfully explain the implications. Pupils say they have much experience of data handling and of creating their own graphs. They give sensible illustrations of this.
 - Map work is a strength of geographical teaching and many good quality maps, drawn up by pupils, were seen during the inspection. When comparing Cornelli with Porthcawl, for example, they draw up various large-scale maps and successfully create their own keys to show key features and landmarks. These are effectively displayed in corridors for pupils to share their knowledge with others.

Shortcomings

- Progression and continuity are seriously affected when pupils in 2-year bands too often all do exactly the same work, with similar outcomes, despite the wide range of ability and age within that band. Where this happens, the work for more able pupils, in particular, lacks suitable challenge and standards are affected.
- Older pupils, when comparing local conditions to those found in India are sometimes a bit vague when recalling similarities and differences.
- ICT skills are insufficiently well developed for pupils to use to their best advantage and to allow them to carry out their work in this subject fully independently.

Art

Standards of achievement in art are satisfactory in both key stages.

Good features

- In KS1, pupils show good observational skills in their drawings of the local built environment and also in drawings of historical artefacts.

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- Pupils in this key stage use ICT successfully to create their own pictures, demonstrating an appreciation of line, shape and colour.
 - A particular strength throughout the school is the textile work, for example, weavings made in KS1, based on interpretations of landscape photographs; these show a growing appreciation of colour, pattern and texture and developing skills in the technique of weaving.
 - Successful batik work also demonstrates an understanding of colour and line and an awareness of the different characteristics of materials in handling various fabrics.
 - Pupils show a growing knowledge of the work of artists associated with Wales, for instance in KS1 response to the work of William Brown and in KS2 SEN pupils' collage work inspired by the methods of Tim Pugh.
 - In KS2, younger pupils show good colour mixing skills, for instance in their exuberant jungle murals and also in individual contributions to a display based on the book, *The Iron Man*.
 - Pupils in upper KS2 make good use of sketchbooks, showing investigations of buildings in the environment from photographs and also from first hand experience: these demonstrate progress in the technique of drawing.
 - Sketchbooks are also used appropriately to try out ideas, for example for Easter cards, and to collect rubbings of textures in the environment. There has been an improvement in the use of sketchbooks and also in pupils' colour mixing skills.
 - Year 6 pupils make successful floral print motifs linked with an investigation of the work of designers such as Laura Ashley.
 - The school is currently involved in a project involving parents and the community to produce a large-scale ceramic mural for the outside wall of the building: this has helped pupils to appreciate the characteristics of clay and also to develop an understanding of texture and shape and collaborative working.

Shortcomings

- When pupils are not given sufficient direction or suitable visual resources to stimulate them, they resort to stereotypical images and consequently do not achieve the standards of which they are capable.
- There is inconsistency in the implementation of the scheme of work and this has an impact on overall standards, as pupils are unable to build sufficiently on their skills, knowledge and understanding in the different aspects of the subject.
- Pupils' ability to create objects, images and artefacts in three dimensions is limited.

Music

Standards in music are satisfactory at both key stages. This is an improvement at KS2 as standards at the time of the previous inspection were judged to be unsatisfactory.

Good features

- Singing in assembly and in lessons is tuneful. Pupils at KS1 sing together and try hard to learn new songs that they are taught.
- Younger pupils play un-tuned percussion instruments to accompany simple songs.
- Overall many pupils clap back simple rhythms with reasonable confidence.
- Pupils listen to taped music in class, often while they are quietly working on other tasks.
- Those pupils who have extra curricular tuition in playing a musical instrument learn to read music well and attain good standards when playing.

Shortcomings

- Not all pupils feel confident to join in with singing in assembly.
- Only a few of the pupils are aware of the meaning of terms such as pitch.
- A significant proportion of older pupils, have difficulty clapping anything other than a very simple rhythm.

Physical Education

Due to the organisation of the timetable it was not possible to see all aspects of physical education during the inspection. However, from scrutiny of standards achieved and from lessons and extra curricular activities, standards are good at both key stages. This is a good level of improvement since the previous inspection, when standards were judged to be satisfactory at both key stages.

Good features

- Pupils in KS1 take part in warm up activities with concentration, focussing well on each part of their body. They are aware of the effects of exercise on their bodies.
- They follow their teacher's instructions carefully, developing a good understanding of working as a team.
- They move around the hall finding spaces. Moving with suitable control and co-ordination. They balance and spin on different parts of their body and evolve quite complex ways to bounce around the hall.
- In KS2, pupils develop good skills of hand and eye co-ordination and hit balls accurately with cricket and rounders' bats. They are capable of tactical shots to various parts of the pitch. They are agile and alert and easily able to defend a target such as cricket stumps.

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- They show good progress in developing control of footballs with their feet. They demonstrate appropriate awareness of others in their use of space and a healthy competitive attitude in team games.
 - In swimming, the great majority of pupils attain the award for swimming 25 metres. Many also learn to swim in excess of 100 metres.
 - In dance, pupils move with enjoyment and suitable control.
 - Over half of the oldest pupils take part in regular extra curricular basketball, rounders, netball, rugby, football and cross-country running. These opportunities have a positive effect on standards attained by the pupils who attend. The school regularly wins awards in the competitions and challenges it takes part in. This also has a positive effect on the pupils' social development.

Shortcomings

There are no significant shortcomings, however, younger pupils become breathless after minimal activity.

Religious Education

Standards of achievement in religious education are good in KS1 and in Y3 and Y4. They are satisfactory in the upper part of KS2. This is a significant improvement since the previous inspection, when standards were judged to be unsatisfactory at both key stages.

Good features

- Pupils in both key stages listen to stories from the Old and New Testaments and develop a sound understanding of the importance of caring values and good relationships.
- Pupils in KS1 develop a good awareness of the importance of friends and link their work to their understanding of how Jesus chose disciples to help him in his work.
- Across the key stage they develop a good knowledge of stories about Jesus particularly those relating to healing.
- They are aware that all people are special. They write simple thank you prayers and note the different ways in which they can help people.
- Year 2 pupils make good use of relevant artefacts and role-play to develop a good understanding of the baptism service and its significance.
- Through words and pictures they demonstrate that they have a good awareness of the creation story in Genesis
- Their awareness of other religions is enhanced through focusing on the celebration of the Jewish festival of Hanukah and the Hindu festival of Divali and how it relates to the story of Rama and Sita.

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- Younger KS2 pupils demonstrate a good understanding of belonging to various communities. They explore the concept of happiness effectively.
 - They make good use of a visit to a local chapel and use pictures of various parts of a church to develop a sound knowledge of places of worship.
 - They demonstrate a good knowledge of the stories of Abraham and Moses.
 - Across KS2, pupils demonstrate a sound awareness of the Easter story. They are aware of the significance of the sacrament of Holy Communion for Christians.
 - Older pupils demonstrate an awareness that the Bible is made up of a number of books and a satisfactory knowledge of the various aspects of the work of Jesus.
 - As part of their focus on the concepts of justice, equality and goodness, older KS2 pupils develop a good understanding of the life and work of Gandhi, Martin Luther King and Helen Keller.
 - They demonstrate a sound understanding of the significance of the concept of leadership and the importance of rules in life.
 - In their study of other religions, Y3 pupils make effective use of artefacts to develop a good understanding of the celebration of the Jewish festival of Pesach. The majority relate their understanding to the story of Moses and the flight out of Egypt.
 - Year 4 pupils use artefacts to good effect to enhance their understanding of the importance of prayer to Muslims.
 - Year 3 and Y4 pupils in a special needs class are developing an awareness of features relating to Judaism through focusing on ceremonies such as Bar-Mitzvah. They use artefacts and pictures to further their understanding.
 - Pupils in Y5 and Y6 demonstrate a satisfactory understanding of features relating to the life of Muhammad and are aware of some aspects of the Muslim religion. A minority are able to name the five Pillars of Islam

Shortcomings

- The majority of older KS2 pupils demonstrate a limited knowledge and understanding of other religions.
- Their skills of using artefacts to enhance their knowledge and understanding of features, relating to various religions is underdeveloped.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

There has been a good level of improvement since the previous inspection.

Improvement to the security of the building is good.

There has been good work on the development of schemes of work, especially for English, mathematics and science.

There has been a good level of improvement in systems for teacher's planning.

Effective work has been done to raise standards in subjects. There are no subjects with unsatisfactory standards currently.

There has been a satisfactory improvement in providing planned opportunities for pupils' spiritual development.

Provision for pupils with special educational needs has been significantly improved and is currently good.

There has been a good improvement in the role of the governing body in relation to the curriculum and the planning for school development.

There has been a good level of improvement to the school's approach to assessment, recording and reporting.

There has been a good level of improvement to resources for subjects of the curriculum.

The school has worked effectively to develop systems for staff appraisal.

In addition standards have improved in many subjects of the curriculum.

8.2 Key Issues for Action

In order to raise standards further the school needs to:

Develop facilities, teacher confidence and planning to ensure that information technology is used fully in other subjects at KS2.

Continue to develop the roles of the co-ordinators as outlined in the school development plan.

Continue with the development of assessment systems for the foundation subjects.

Ensure all reporting requirements are met in the prospectus.

Raise standards in subjects, which, while satisfactory overall, have some shortcomings.

APPENDIX

A. Basic Information About the School

Name of School	Corneli Primary School
School type	Primary
Age - range of pupils	4-11
Address of school	Hall Drive, North Cornelly Bridgend
Post-Code	CF33 4LW
Telephone Number	01656 740492

Headteacher	Mrs J. Battrick
Date of appointment	September 2000
Chair of Governors/ Appropriate Authority	Mrs M. Simpson
Registered Inspector	Mrs S. M. Barnes
Dates of inspection	11/06/ 02

B. School Data and Indicators

Number of pupils in each year group

Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		42	31	40	50	39	45	43	290

Total number of teachers

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	0	12

Staffing information

Pupil : teacher (fte) ratio (excluding nursery and special classes)	26 :1
Pupil : adult (fte) ratio in nursery classes	N/A
Pupil : adult (fte) ratio in special classes	14 :1
Average class size, excluding nursery and special classes	29
Teacher (fte) : class ratio	1 :1

Percentage attendance for three complete terms prior to the inspection

	R	KS1	KS2	Whole school
Term 1	89.9	93.11	93.73	91.94
Term 2				
Term 3	91.47	92.54	92.34	92.03

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 2001

National Curriculum Assessment KS 1 Results: 2001			Number of pupils in Y2:					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School		2	27	50	21	
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School		4	35	38	23	
		National	0	4	13	54	29	0
	Task/Test	School		2	35	44	21	–
		National	1	3	13	53	30	–
EN: Writing	Teacher Assessment	School		2	23	67	8	
		National	0	5	13	70	12	0
	Task/Test	School		6	15	67	10	–
		National	0	5	10	75	9	–
EN: Speaking and listening	Teacher Assessment	School			29	50	21	
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School			2	77	21	
		National	0	2	9	60	29	0
	Task/Test	School	0	0	0	77	21	–
		National	0	2	6	56	36	–
SCIENCE	Teacher Assessment	School	0	0	19	63	19	0
		National	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	69	In Wales:	81

- D Pupils who have been dis-applied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
- W Pupils who are “working towards” level 1, but have not yet achieved the standards needed for level 1.

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2001

National Curriculum Assessment KS 2 Results: 2001										Number of pupils in Y6:				
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School		0					10	34	32	24		
		National	0	0	0	-	1	1	6	19	48	25	0	
Mathematics	Test/Task	School		0				5	29	2	32	32	-	
		National	0	2	1	1	-	-	5	14	47	30	-	
	Teacher assessment	School							10	27	34	29		
		National	0	0	0	-	0	1	4	20	47	28	0	
Test/Task	School		0					12	24	32	32	-		
	National	0	2	1	1	-	-	4	18	42	32	-		
Science	Teacher assessment	School							7	29	37	27		
		National	1	0	0	-	0	0	3	15	52	29	0	
	Test/Task	School							0	3	24	32	41	-
		National	0	2	0	1	-	-	2	13	51	31	-	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:		In the school:	63
In Wales:	68	In Wales:	68

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n Tests do not cover these levels.
n/a not applicable.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of five inspectors over a period of three days.

Pre-inspection meetings were held with the head teacher, staff and governing body.

Six parents attended a meeting to give their views of the school.

Thirty three questionnaire responses were analysed and summarised.

All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.

Pupils were observed as they arrived and departed from school and during the midday and other breaks.

At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.

Fifty four lessons or part-lessons were observed.

Pupils were heard reading and were examined in their knowledge and understanding of English, Welsh, science and other subjects.

A wide range of pupils' written and other work was examined in all classes.

Inspectors discussed pupils' work with class teachers and examined assessment records. Discussions were also held with the staff.

The work of pupils with special educational needs was examined.

Documents relating to the financial management of the school were discussed.

Budget figures were examined.

Attendance and pupil records were inspected.

Inspectors attended acts of collective worship.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mrs S. M. Barnes	Rgi	Context of the school, main findings, standards of attainment, quality of teaching, self evaluation, progress, key issues	Science, information technology, music, physical education
Mr R. Pexton	Lay	Attendance, links with parents and the community, links with industry	
Mr B. Jones	Team	Spiritual, moral social and cultural development, assessment reporting and recording, leadership and efficiency	Welsh second language, English, history religious education
Mrs K. Andrews	Team	Key skills, curriculum, special educational needs	Early Years, mathematics, geography
Mrs G. Figg	Team	Behaviour, support and guidance, resources, staffing and accommodation	Technology, art

The inspection team would like to take this opportunity to thank all the staff, governors, parents and pupils of the school for their courtesy and co-operation during the inspection.