

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

A Report on the Quality of Education in

**Corneli Primary School,
Greenfield Terrace,
North Cornelly,
Bridgend,
CF33 4LW**

School Number: 6722288

Date of Inspection: 12th May 2008

by

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78706**

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

The inspection of Corneli Primary School took place between 12/05/08 and 15/05/08. An independent team of inspectors, led by Dr David Gareth Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary:

The following proportions are used in this report:

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= below 20%
very few	= less than 10%

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Context

The nature of the provider

1. Corneli Primary is situated at the heart of the village of Cornelly, adjacent to the M4 motorway near Bridgend. The local authority is Bridgend County Borough Council. It is an amalgamated school, formed after the merging of Marlas Infants and Corneli Junior schools in 1996. The school was built in 1958 and is surrounded by a large playing field, an all-weather play court, a small nature reserve with outdoor classroom and a separate nursery soft play area. Corneli Primary now shares the site with a Welsh-medium primary school and Cornelly Children's Centre.
2. Corneli Primary caters for 320 pupils aged 3-11, taught in ten mainstream classes. The school also has two key stage 2 Special Educational Needs Units for children with moderate learning difficulties. Children in the Year 3/4 Unit are taught in a small-class environment, but those in the Year 5/6 Unit are taught literacy and numeracy in the Unit and are then included in mainstream classes for other subjects. The school presents two sets of teacher assessment results at the end of key stage 2.
3. A nursery class was started in 2004, pending the completion of the Integrated Children's Centre. This was completed in April 2005 and officially opened in June 2006. The nursery class now operates in the Centre. The head teacher of Corneli Primary School is also currently the lead head teacher of Cornelly Children's Centre and the responsible person for Clwb Allysgol Corneli Sgêr Out of School Club, which provides 'wrap-around-care' before and after school.
4. The school serves a mixed catchment area with some private housing as well as two large estates of former council and housing association houses. Part of the village has now been designated a Communities First Area, due to the high percentage of unemployment, low incomes and other forms of social and economic deprivation.
5. Baseline assessment of the majority of new entrants to the Nursery is low, but the same children when tested in Reception show a significant improvement. Around 34 per cent of the pupils are eligible for free school meals (FSMs) and 36 per cent are on the special educational needs (SEN) register; both figures are above national and local averages. One pupil has a statement. No pupil is disapplied from the National Curriculum and there is no pupil whose statement includes modification of the National Curriculum. Five of the pupils are 'looked after' and four are on the child protection register.
6. Nearly all the pupils come from homes where the predominant language spoken is English and there is no pupil who speaks Welsh as a first language.
7. The school has gained and retained the Basic Skills Quality Mark and the Investors in People Award. It also holds the Schools Curriculum Award, the Eco Schools Green Flag and the Healthy Schools Awards. The school also has

the Sportsmark Cymru Award and has recently submitted a bid for the new Activemark Award.

8. At the time of the inspection, the deputy head teacher was on sick leave and one member of staff was on maternity leave. Their classes were taught by supply teachers, who are newly qualified teachers.
9. The school was last inspected in June 2002.

The school's priorities and targets

The school's current priorities and targets, as outlined in the School Development Plan, are:

- to develop well-trained teaching and support staff in order to ensure that all pupils achieve to their full potential;
- to improve the skills-based curriculum at all stages;
- to develop assessment activities for subjects under review, ensuring more accurate self-evaluation;
- to improve standards in mathematics throughout the school, and especially at key stage 2;
- to improve bilingualism and enhance knowledge of the Cwricwlwm Cymreig throughout the school;
- to improve information technology resources and to ensure that information and communications technology is used effectively as a key skill across the curriculum;
- to continue to promote health awareness;
- to continue to promote the ethos of a community-focused school; and
- to maintain the good condition of the school building.

Summary

10. Corneli Primary is a good school where pupils make good progress and achieve well. Outstanding features include the care, support and guidance available to pupils and, in particular, the quality of provision for pupils with additional learning needs. Corneli is an inclusive school and a special relationship exists among pupils and between them and their teachers.

Table of grades awarded

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

11. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	66%	23%	0%	0%

12. These figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target for Wales, which is that the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of lessons.

Subjects and/or areas of learning for under-fives:

Area of Learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

13. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
14. Baseline assessments indicate that children enter the school with attainment and skills that are well below average. However, they make good progress in line with their age and ability.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical Education	Grade 2	Grade 3

15. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Assessment records, an examination of pupils' work and review of ongoing programmes indicate that pupils with additional learning needs, including those with special educational needs, make good progress and achieve well over time.
16. Children under five make outstanding progress in the key skills of listening, speaking, early reading and writing and in bilingual competence. Their progress in numeracy, information and communications technology, personal and social education, problem-solving and creative skills is also good with outstanding features.
17. In key stage 1, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading, writing and in overall bilingual competence. Their progress in numeracy, information and communications technology, personal and social education, problem-solving and creative skills is also good with no important shortcomings.
18. In key stage 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading, writing, in numeracy, information and communications technology, personal and social education, problem-solving and creative skills. Their progress in Welsh communication skills and in overall bilingual competence has good features that outweigh shortcomings.
19. At key stage 1 in 2007, the results of the teacher assessments in English, mathematics and science were above national and local averages. The core

subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also above local and national averages. When the 2007 key stage 1 results are compared with similar schools, using the free school meals indicator, results in English, mathematics, science and the core subject indicator were well above average. Boys outperformed girls slightly in English, but there were no differences in mathematics and science. These figures confirm a positive trend in attainment at key stage 1 over the last few years.

20. At key stage 2 in 2007, results in English and mathematics were marginally above the national average, while those in science were above average. Although English and science results were above local averages, those in mathematics were below average. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was below national and local averages. When the 2007 results are compared with similar schools, results in English, mathematics, science and the core subject indicator were well above average
21. If pupils in the key stage 2 Moderate Learning Difficulties (MLD) unit are discounted, the percentages of pupils attaining level 4 or above in English and science are well above national and local averages, while those in mathematics and in the core subject indicator are above average. Girls performed far better than boys in English and science and boys were better than girls in mathematics. These figures confirm a positive trend in attainment at key stage 2 over the last few years.
22. Pupils make good progress in their learning and progress well towards the next stage of learning.
23. Overall, pupils' personal, social and learning skills are good. Their understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
24. The progress that learners make in their personal, spiritual, moral, social and wider development is good. Pupils are well behaved throughout the school day. They are friendly, polite and courteous and they relate very well to each other and to adults.
25. Pupils, whatever their ability or background, take an active part in school life and their attitudes to equal opportunity issues are very constructive. Learners prepare well for participation in the workplace and the community.
26. Attendance figures overall have good features that outweigh shortcomings. Whole-school attendance for the three terms prior to the inspection averages 92 per cent and this is in line with the national average and the school's target, but below the local average. Most pupils attend school regularly and arrive on time at the start of the school day, but a few in all classes arrive late. As a result, these pupils often miss the introductions to lessons. This has a detrimental effect on their learning and disrupts their peers.

The quality of education and training

Grades for teaching

27. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	70%	16%	0%	0%

28. The figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target, which is that the quality of teaching assessed by Estyn should be grade 2 or better in 80 per cent of classes.
29. Examples of outstanding teaching include: very effective use of the interactive whiteboard to enhance pupils' learning experiences; and teachers establishing exemplary relationships with their pupils.
30. In lessons where teaching was judged to be good with no important shortcomings, the good features include: clear and purposeful presentation of aims and lesson objectives; consistent, firm and fair behaviour management; and teachers establishing effective partnerships with teaching assistants and other adults.
31. In the small number of lessons where there are some shortcomings: lessons do not move at a brisk pace; teaching does not consistently promote pupils' bilingual skills well enough; and there is a lack of challenge in the tasks provided.
32. The quality of assessment, recording and reporting has good features that outweigh shortcomings. On entry to the school, children in both nursery and reception classes are assessed carefully through standardised tests and ongoing daily observations.
33. Assessment systems in English, mathematics and science provide useful information about pupils' achievements. The school is currently improving its procedures to ensure that pupils' progress in all subjects will be tracked on computer.
34. Overall, day-to-day marking has good features that outweigh shortcomings but practice is variable throughout the school. Marking is particularly effective where teachers indicate clearly, what individual pupils need to do to improve. Pupils are beginning to evaluate their own work; however, they do not fully understand the purpose of assessment and are not yet involved effectively in planning their own progress and development.
35. Reports to parents provide them with an appropriate picture of their child's academic progress, personal and social skills and attitudes to learning. However, they do not always indicate clearly to parents what their child needs

to do to improve further and they do not consistently provide targets for improvement.

36. The school has good arrangements to meet the needs and abilities of the range of pupils. The curriculum meets statutory requirements and fully reflects the school's agreed aims. Planning for the development of pupils' basic and key skills across the curriculum is good.
37. There is a very comprehensive, well-planned programme of out-of-school learning activities, with regular visits to many places of interest.
38. The school's provision for the spiritual, moral, social and cultural development of pupils is good. Arrangements to promote pupils' personal and social education, including health and sex education, are good for the under-fives and in both key stages.
39. *Y Cwricwlwm Cymreig* is very successfully promoted. Pupils have very good quality experiences in all subjects to learn about their Welsh culture and heritage. Provision to promote learners' bilingual skills at key stage 2 has good features that outweigh shortcomings.
40. The school's provision to tackle social disadvantage and to ensure equality of opportunity and access for all pupils is an outstanding feature. The provision for sustainable development and global citizenship is also an outstanding feature.
41. The school provides a happy, supportive, caring and safe environment for pupils.
42. There are good policies and procedures in place to ensure the healthy development, safety and well-being of pupils. There is a strong and well-structured pastoral system within the school and parents appreciate the high quality of care that their children receive.
43. The provision for pupils with additional learning needs, including those with special educational needs, is good with outstanding features and fully meets the requirements of the Code of Practice for Wales.
44. The school successfully implements outstanding policies with regard to equal opportunities. Careful planning and actions ensure that equality of opportunity and access to all aspects of school life are provided for all pupils.

Leadership and management

45. The head teacher, governors and senior managers are committed to ensuring that the school is a community school in the broadest sense. Leaders and managers work hard to ensure that the community recognises the school as a sanctuary and a centre for learning.
46. The head teacher is very committed to the school and strives for pupils to achieve their best. She is highly respected by members of staff and pupils alike.

47. The senior leadership and management teams and members of staff work well together to ensure a common sense of purpose for improvement. The school takes very effective account of national and local priorities and works very closely in partnership with other providers. This is an outstanding feature.
48. The governing body is strongly supportive of the school and has high regard for the school's well-established profile within the local community. Governors are supportive of the head teacher, members of staff, pupils and the aims and objectives of the school. The governing body meets statutory and regulatory requirements.
49. The school has developed a positive, self-critical culture in which the head teacher and all members of staff and governors are fully involved. The self-evaluation report, produced by the school prior to the inspection, is a concise, sharply focused document that clearly identifies strengths and areas for development.
50. The inspection team agrees with the school's judgements in its self-evaluation report in all the key questions.
51. The school has made good progress since the last inspection and has successfully addressed most of the key issues for action identified in the 2002 report.
52. There are sufficient teaching and support staff for the number of pupils on roll. Teachers are well qualified and regularly update their teaching skills and knowledge. Learning support assistants are well trained to fulfil their roles and make an important contribution to the quality of teaching.
53. Effective administrative support is provided, which ensures that the life of the school runs smoothly and efficiently. Cleaning staff and lunchtime supervisory assistants are valued members of the school team. The site supervisor makes outstanding contributions to the school. He undertakes numerous maintenance tasks and is currently in the process of creating a sensory garden. The school buildings and grounds are very well maintained.
54. The school is well equipped and resources are of good quality overall. The quality of accommodation for children in the Early Years is outstanding. The school makes excellent use of all the facilities available in the Children's Centre.
55. Economic, efficient and effective use is made of available resources. The financial implications of all priorities in the school development plan are carefully set out. The school successfully secures grants from a number of sources, thus saving money from its allocated budget. The school provides good value for money.

Recommendations

In order to improve, the school needs to:

- R1 develop provision and raise standards of achievement in Welsh second language and bilingual competence at key stage 2; *
- R2 raise standards in physical education at key stage 2;
- R3 continue to develop procedures and systems for assessment, recording and reporting; * and
- R4 continue to find ways of improving pupils' punctuality.

* Aspects of these are already identified in the school's development plan

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

56. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
57. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	66%	23%	0%	0%

58. These figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target for Wales, which is that the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of lessons.

Subjects and/or areas of learning for under-fives:

Area of Learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

59. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
60. Baseline assessments indicate that children enter the school with attainment and skills that are well below average. However, they make good progress in line with their age and ability.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	3
Information technology	2	2
Geography	2	2
Physical Education	2	3

61. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Assessment records, an examination of pupils' work and review of ongoing programmes indicate that pupils with additional learning needs, including those with special educational needs, make good progress and achieve well over time.
62. Children under five make outstanding progress in the key skills of listening, speaking, early reading and writing and in bilingual competence. Their progress in numeracy, information and communications technology, personal and social education, problem-solving and creative skills is also good with outstanding features.
63. In key stage 1, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading, writing and in overall bilingual competence. Their progress in numeracy, information and communications technology, personal and social education, problem-solving and creative skills is also good with no important shortcomings.
64. In key stage 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading, writing, in numeracy, information and communications technology, personal and social education, problem-solving and creative skills. Their progress in Welsh communication skills and in overall bilingual competence has good features that outweigh shortcomings.
65. At key stage 1 in 2007, the results of the teacher assessments in English, mathematics and science were above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also above local and national averages. When the 2007 key stage 1 results are compared with similar schools, using the free school meals indicator, results in English, mathematics, science and the core subject indicator were well above average. Boys outperformed girls slightly in English, but there were no differences in mathematics and science. These figures confirm a positive trend in attainment at key stage 1 over the last few years.
66. At key stage 2 in 2007, results in English and mathematics were marginally above the national average, while those in science were above average. Although English and science results were above local averages, those in mathematics were below average. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was below national and local averages. When the 2007 results are compared with similar schools, results in English, mathematics, science and the core subject indicator were well above average.
67. If pupils in the key stage 2 Moderate Learning Difficulties (MLD) unit are discounted, the percentages of pupils attaining level 4 or above in English and science are well above national and local averages while those in mathematics and in the core subject indicator are above average. Girls performed far better than boys in English and science and boys were better than girls in

mathematics. These figures confirm a positive trend in attainment at key stage 2 over the last few years.

68. Pupils make good progress in their learning and progress well towards the next stage of learning.
69. Overall, pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are good. The vast majority work diligently in lessons, they are keen to join in the activities prepared for them and are enthusiastic in their work. Their understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
70. The progress that learners make in their personal, spiritual, moral, social and wider development is good. Pupils successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are enthusiastic to broaden and develop their own understanding of moral and social issues and they demonstrate effective levels of tolerance, honesty and respect.
71. Pupils are well behaved throughout the school day. They are friendly, polite and courteous and they relate very well to each other and to adults. They move sensibly in and around the school. Older pupils, in particular, demonstrate qualities of mature citizenship within the school community and reflect pride in their personal successes and those of the school in general.
72. Pupils, whatever their ability or background, take an active part in school life and their attitudes to equal opportunity issues are very constructive. Boys and girls work and play well together and do not display any stereotypical attitudes. Pupils demonstrate very positive attitudes of fairness and respect for different cultural traditions and the diverse beliefs, attitudes and values of the wider community
73. Learners prepare well for participation in the workplace and the community. They raise funds for local and national causes and they visit many different places; this ensures that they have a good understanding of community-related and global issues. In lessons, pupils discuss different occupations and the ways in which people look after and care for their community. They take part in many community activities, initiatives and projects. Pupils in key stage 2 apply for jobs through the Meaningful Work programme and those in years 5 and 6 have additional responsibilities. For example, pupils in year 6 train as 'playground peacemakers'. They willingly work on a rota basis to help resolve conflicts and ensure that no one is friendless at playtime.
74. Attendance figures overall have good features that outweigh shortcomings. Whole-school attendance for the three terms prior to the inspection averages 92 per cent and this is in line with the national average and the school's target, but below the local average. The school takes good account of the National Assembly Wales Circular 47/2006.

75. Most pupils attend school regularly and arrive on time at the start of the school day, but a few in all classes arrive late. As a result, these pupils often miss the introductions to lessons. This has a detrimental effect on their learning and disrupts their peers. The recent introductions of the Five-to-Nine initiative and the Breakfast Club are having positive effects and the Breakfast Club is very well attended. Pupils enjoy this time; it helps to provide a calm start to the day, improves pupils' concentration levels and supports the school's healthy eating programme.
76. A number of parents take their children on holiday during term time and this causes pupils to miss important learning time. Although the school does not condone this practice, holidays taken in term time and illnesses are the main causes of absences. There are no significant or unexplained variations in attendance levels across the school or throughout the year. There were five temporary exclusions during the last year.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

77. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
78. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	70%	16%	0%	0%

79. The figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target, which is that the quality of teaching assessed by Estyn should be grade 2 or better in 80 per cent of classes.
80. Examples of outstanding teaching include:
- very effective use of the interactive whiteboard to enhance pupils' learning experiences;
 - teachers adopting stimulating strategies to capture pupils' interest and imagination; and
 - teachers establishing exemplary relationships with their pupils.
81. In lessons where teaching was judged to be good with no important shortcomings, the good features include:
- clear and purposeful presentation of aims and lesson objectives which are shared well with pupils;
 - consistent, firm and fair behaviour management;
 - tasks that are interesting and challenging;

- teachers having good subject knowledge and understanding of recent developments in their various fields;
- learning experiences, which are well planned and structured to meet pupils' individual needs; and
- teachers establishing effective partnerships with teaching assistants and other adults.

82. In the small number of lessons where there are some shortcomings:

- lessons do not move at a brisk pace;
- teaching does not consistently promote pupils' bilingual skills well enough; and
- there is a lack of challenge in the tasks provided.

83. The quality of assessment, recording and reporting has good features that outweigh shortcomings. On entry to the school, children in both nursery and reception classes are assessed carefully through standardised tests and ongoing daily observations.

84. Assessment systems in English, mathematics and science provide useful information about pupils' achievements. Different groups of pupils are clearly identified and tracked, including those with additional learning needs. The school is currently improving its procedures to ensure that pupils' progress in the core and foundation subjects will, in future, be tracked on computer.

85. Overall, day-to-day marking has good features that outweigh shortcomings but practice is variable throughout the school. Marking is particularly effective where teachers indicate clearly what individual pupils need to do to improve. Pupils are beginning to evaluate their own work and that of others. However, they do not fully understand the purpose of assessment and are not yet involved effectively in planning their own progress and development.

86. The school meets statutory requirements for assessing and reporting. It is actively involved in standardisation and moderation arrangements to strengthen teacher assessment at key stage 2.

87. Reports to parents provide them with an appropriate picture of their child's academic progress, personal and social skills and attitudes to learning. However, they do not always indicate clearly to parents what their child needs to do to improve further and they do not consistently provide targets for improvement.

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

Grade 2: Good features and no important shortcomings

88. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

89. The school responds well to pupils' learning needs and abilities and it provides equal access to a broad and balanced curriculum. The curriculum meets statutory requirements and fully reflects the school's agreed aims.
90. The under-fives children have access to a wide range of well-planned activities, which ensure continuity and progression in their learning across the six areas of learning. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
91. The curriculum for pupils with additional learning needs in both the mainstream and the special units is good and well managed. Pupils have equal access to all parts of the curriculum and are actively encouraged to take part in all aspects of school life.
92. There are good quality schemes of work in place for all subjects and areas of the curriculum; these are comprehensively evaluated and updated regularly. The learning experiences planned for all pupils provide for balance, breadth, flexibility and progression.
93. Planning for the development of pupils' basic and key skills across the curriculum is good. The school has developed an effective range of strategies to promote pupils' literacy, numeracy and information and communication technology skills. The school has gained and retained the Basic Skills Quality Mark.
94. There is a very comprehensive, well-planned programme of out-of-school learning activities, with regular visits to many places of interest, such as historical, industrial and archaeological sites. All these activities contribute very positively to the standards that pupils achieve. The school choir sings regularly in the community and pupils take part in sporting fixtures and musical activities arranged by the local cluster of schools. This is an outstanding feature.
95. The school's provision for the spiritual, moral, social and cultural development of pupils is good. Members of staff ensure that many opportunities are provided for pupils in planned activities across the curriculum, for example, in assemblies, in the taking of responsibilities and in promoting the understanding of their own and other cultures. The school provides pupils with a strong sense of right and wrong. Pupils are encouraged to behave as responsible members of their local community and of the wider world. They accept more responsibilities as they progress through the school, for example, as 'playground peacemakers', prefects, library monitors and reading buddies. Collective worship takes place daily. A whole-school weekly service is used well to celebrate good work, kind acts and punctuality, as well as team and individual achievements. Assemblies in Welsh are held on a regular basis.
96. Arrangements to promote pupils' personal and social education, including health and sex education, are good in both key stages. The school promotes healthy eating well, has a salad bar at lunchtimes and a fruit tuck shop at play times. The school provides many effective opportunities for pupils to take

responsibilities, for example, as representatives on the school council, the Environment Club and the Eco Committee.

97. There are very effective partnerships with parents, the on-site playgroup, the cluster group, out-of-school clubs, 'Youthworks', local churches and the wider community. Excellent links exist with the receiving comprehensive schools, which promote stimulating curricular initiatives. Visiting speakers enrich several aspects of the curriculum. As a result of these partnerships, pupils have been involved in some very exciting and important projects over the past few years. This is an outstanding feature of the provision.
98. *Y Cwricwlwm Cymreig* is very successfully promoted. Pupils have very good quality experiences in all subjects to learn about their Welsh culture and heritage. There are also very well developed opportunities for pupils to learn about Welsh history and local artists. A notable achievement is their involvement with the local history project, 'Bro Cynffig Chronicles'. The school Eisteddfod is another exemplary feature. The provision to promote learners' bilingual skills at key stage 2 has good features that outweigh shortcomings.
99. The school's provision to tackle social disadvantage and to ensure equality of opportunity and access for all pupils is an outstanding feature. Opportunities are provided for vulnerable pupils to participate in a student assistance programme, which gives them invaluable support. An out-of-school club exists in the Children's Centre to provide 'wrap-around-care' for families who need this provision.
100. The provision for sustainable development and global citizenship is also an outstanding feature. Pupils have a very wide range of opportunities to take part in environmental and recycling projects. Pupils are encouraged to talk knowledgeably about recycling materials and energy conservation and they enjoy helping to improve the school environment. They are actively encouraged to care for their environment and to take measures to make the school environment both attractive and litter free.
101. The extent to which learning experiences respond to the needs of employers and the wider community is good. The school has effective links with the Education Business Partnership (EBP) and community development groups. Carefully planned educational visits to centres of employment, such as local shops, supermarkets and theatres, as well as to places of interest, such as Cardiff Bay, museums, castles and the National Botanical Gardens, help to raise pupils' awareness of the world of work both past and present. They further strengthen the school's partnership with the community.
102. Pupils have many opportunities to compete in commercial competitions and have won the Western Power Award. The head teacher and three members of staff have been involved in industry placements to enhance their teaching and management skills. Because of these initiatives, invaluable resources, such as history packs, have been produced and shared with other schools through EBP workshops. Role-play activities and the Dynamo project are used effectively to develop entrepreneurial skills for the under-fives and for pupils in key stage 1.

103. The school responds extremely well to national priorities for lifelong learning and community regeneration. This is an outstanding feature. The school has operated inter-generational family learning courses for many years. As a result of these and other very successful language and play courses, many parents and community members have resumed formal education. Many of these have gained child-care qualifications and employment in the school.

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

Grade 1: Good with outstanding features.

104. The findings of the inspection team match the judgement of the school in its self-evaluation report. There are several outstanding features in the provision for pupils with additional learning needs and for equal opportunities.

105. The school provides a happy, supportive, caring and safe environment for pupils.

106. There are good policies and procedures in place to ensure the healthy development, safety and well-being of pupils. There is a strong and well-structured pastoral system within the school and parents appreciate the high quality of care that their children receive. Pupils trust teachers to deal with any concerns quickly and effectively.

107. There is a warm and caring family ethos in which members of staff speak respectfully to each other and to pupils. Members of staff create a welcoming atmosphere, in which the contributions of pupils and visitors alike are clearly valued.

108. The school enjoys a positive partnership with parents and carers. Parents are kept well informed of school events through several channels, including newsletters and reports. Formal parent/teacher consultations occur twice a year and at other times by arrangement. Parents feel valued and the vast majority are confident that their views are carefully considered. An open door policy operates at the school where parents are encouraged to meet with the head teacher and teachers to discuss any concerns and to act jointly with them.

109. The school benefits from its established links with visiting health workers, community representatives, support agencies and other support staff. The school has a well-attended breakfast club and after-school provision.

110. Induction for children to the nursery has outstanding features. It is a two-way process when children and their parents/carers are invited to school and members of staff visit the families. Opportunities are offered to parents to become involved in their children's learning through various activities.

111. Transition arrangements for year 6 pupils transferring to the receiving comprehensive schools are very well established and effective and include transition topics and exchange visits by teachers.
112. Good quality personal support and guidance is provided at the school through its personal and social education programme. The school council is well established and effective in giving pupils the opportunity to make changes in areas that are of concern to them.
113. Pupils' attendance, punctuality, behaviour and performance are appropriately monitored. Good procedures and links exist with the Education Welfare Officer should the non-attendance or behaviour of an individual pupil give cause for concern. Pupils with full attendance are rewarded termly and at the end of the year. Sixty-nine pupils achieved full attendance last term and twenty-nine since the start of the current year.
114. The Breakfast Club is very well attended; an average of 50 pupils attends each day. Pupils enjoy this social time and, as a result, their punctuality levels have improved. Initiatives such as 'Nine-to-Five' and 'Class of the Week' are having a good effect. There is evidence to show that weekly attendance for the current term has been between 98 and 100 per cent.
115. Parents are advised of the procedures for notifying absences and of the detrimental effect of lateness and non-attendance on their children's education through the very useful 'Welcome Pack' provided when their children start school. They are also reminded through informal, daily contact with the head teacher. Parents of children with poor attendance are informed through formal letters and copies of their children's attendance records.
116. There are good policies and procedures in place to ensure the healthy development, safety and well-being of pupils. The school is in its fourth year of the Healthy Schools scheme and promotes health and fitness for pupils through a wide range of extra-curricular activities. Regular health and safety checks are undertaken and subsequent action plans produced. Risk assessments are undertaken for all excursions away from school.
117. The school has effective, comprehensive child protection policies and procedures, which ensure that 'looked after' and other vulnerable pupils are closely monitored to ensure that they are safe, secure and happy in school. The head teacher and the acting deputy head are the nominated persons. Regular audits are used to check that staff training is regularly updated. The ethos of the school is one in which children and young people are valued, listened to and taken seriously.
118. The provision for pupils with additional learning needs, including those with special educational needs, is good with outstanding features and fully meets the requirements of the Code of Practice for Wales. The wide-ranging provision for the large number of pupils identified is a priority and strength of the school and is very well managed by the Special Educational Needs Co-ordinator (SENCo).

119. Pupils' needs are identified fully and support is provided promptly. The system for identification and assessment is exemplary. One of the outstanding features is the breadth and depth of the diagnostic assessment undertaken. Pupils' progress is enhanced by the rigorous assessment that ensures a depth of knowledge and understanding of pupils. Pupils benefit enormously from the productive teamwork of well-trained non-teaching staff together with the expertise of the SENCo.
120. Pupils make good progress towards targets set in their individual learning programmes. These plans are very useful documents that measure pupils' progress and set clear achievable targets for improvement. These are very closely linked to pupils' needs. The school works very well with pupils and parents to involve them in their individual learning programmes.
121. Provision for learners with additional needs in the key stage 2 special classes is exemplary. The needs of pupils in these units are extensive and the teaching and support staff deliver an excellent standard of care while pupils are in this specialist provision. The two classes are seen as an integral part of the school and all pupils are fully included in the daily life of the school. All the older key stage 2 pupils fully integrate into mainstream key stage 2 classes for subjects other than literacy and numeracy. The needs of the younger key stage 2 pupils are currently too complex to enable them to integrate fully into mainstream classes, but this process is carefully monitored and reviewed. Integration is a two-way system, which allows a few mainstream pupils, who require additional literacy support, to attend the units on occasions.
122. There is effective support for pupils whose behaviour could impede their own progress and that of others. The school has agreed strategies to deal appropriately with any such incidents. These are, however, rare because staff are alert to the early signs of difficulties and act purposefully to tackle these. The school has followed the appropriate procedures in the five cases of fixed-term exclusions during the last twelve months and the arrangements for re-integration are effective.
123. The school successfully implements outstanding policies with regard to equal opportunities. Careful planning and actions ensure that equality of opportunities and access to all aspects of school life are provided for all pupils.
124. The school promotes very positive attitudes in order to overcome any prejudices or presuppositions based on gender, race, language or social background. Members of staff and volunteers provide positive role models for pupils.
125. The school very effectively implements a comprehensive behaviour policy based on respect and consideration for others. School and class rules are visibly displayed and staff constantly remind pupils of these and of the general expectation of tolerance towards all members of the school community. Outstanding strategies, such as behaviour plans, reward systems and

'playground peacemakers', support the school's behaviour and anti-bullying procedures.

126. The school promotes pupils' understanding of diversity and race extremely well through, for example, religious education, assemblies and personal and social education programmes. There are excellent race equality and multi-cultural policies and action plans. Values such as mutual respect and tolerance are sensitively and consistently promoted.
127. The school's disability action plan and Disability Equality Scheme are clear and very well implemented. Every effort is made to ensure that disabled pupils are treated equally and do not suffer from less favourable treatment. All pupils have full access to the school buildings and grounds.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

128. The findings of the inspection team match the judgement of the school in its self-evaluation report.
129. The head teacher, governors and senior managers are committed to ensuring that the school is a community school in the broadest sense. Leaders and managers work hard to ensure that the community recognises the school as a sanctuary and a centre for learning.
130. The head teacher is very committed to the school and strives for pupils to achieve their best. She has established a clear sense of direction for its life and work and successfully promotes shared values about learning, behaviour and relationships. She is highly respected by members of staff and pupils alike.
131. The senior leadership and management teams and members of staff work well together to ensure a common sense of purpose for improvement. Members of the senior leadership and management teams meet regularly to set and maintain a strategic lead in school development.
132. Targets and goals are usually met and they are having a significant impact on school improvement and self-evaluation processes in particular. All pupils have challenging but realistic targets for attainment at the end of key stages 1 and 2 based on their individual capabilities. The vast majority achieve their targets. Other goals for development are clearly identified in the school development plan and are appropriate to the needs of the school.
133. Staff with leadership and management roles are well aware of their responsibilities for improving standards and the quality of provision. They work well together on a formal and informal basis to ensure continuous improvement. Staff development has had a positive impact on individual teachers and

members of the support staff. Training opportunities for every member of staff are provided in a variety of ways.

134. The school takes very effective account of national and local priorities and works very closely in partnership with other providers. This is an outstanding feature. The development of the early years' provision, for example, is an exemplary feature of the school. In addition, the school has focused extremely well on issues, such as the promotion of sustainable development and healthy eating.
135. The school displays an effective commitment to developing the expertise of both teaching and support staff. Performance management procedures are well established and successfully promote teachers' continuous professional development. The school's leaders maintain a good balance between meeting the professional needs of individual teachers and achieving the school's priorities.
136. The governing body is strongly supportive of the school and has high regard for the school's well-established profile within the local community. Governors are supportive of the head teacher, members of staff, pupils and the aims and objectives of the school. They meet regularly and are supplied with information about the life and work of the school by the head teacher. Governors make good use of this information. The governing body meets statutory and regulatory requirements.

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

Grade 2: Good features and no important shortcomings.

137. The findings of the inspection team match the judgement of the school in its self-evaluation report.
138. The school has produced a very clear analysis of its strengths and areas for development based on a wide range of relevant sources. The self-evaluation report prepared for the inspection includes an accurate analysis of the school's current situation.
139. The head teacher, ably supported by the senior leadership team, has established a culture of self-evaluation in school with positive links existing between the processes of self-evaluation and planning for improvement. The school has made good progress in establishing procedures, which are based on clear evidence.
140. The school takes exceptionally good account of the views of pupils, parents, staff, the governing body and the wider community as sources of evidence when evaluating its effectiveness. This wide consultation process provides clear evidence from a range of stakeholders and agencies that impinge on school life.

141. Subject leaders are well informed about standards and have a good level of understanding of strengths and areas for development in their subjects. They produce very detailed and thorough subject reviews and action plans, which are generally of exemplary quality. The school has established a cycle for monitoring teaching and learning standards in classrooms to enable subject co-ordinators to evaluate individual subjects, identify good practice and areas for improvement.
142. Analytical and effective use is made of local and national benchmarking data in order to compare the school's performance with that of similar schools.
143. The school improvement plan is a comprehensive and detailed working document, which has a clear focus on improving standards and is based firmly on the school's well considered self-evaluation process.
144. The quality of the self-evaluation report produced by the school prior to the inspection is good. It is detailed and provides a useful overview of the school's position. It makes clear judgements on all aspects of school life. The inspection team agrees with the school's judgements in its self-evaluation report in all the key questions.
145. The school has made good progress since the last inspection and has successfully addressed most of the key issues for action identified in the 2002 report. Standards have improved in the early years, in English, information technology and geography; and the role of the subject co-ordinator has been effectively developed. However, the school is continuing to develop assessment systems for the foundation subjects and standards in Welsh second language and physical education are not as good at key stage 2 as they are in other subjects.

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

Grade 2: Good features and no important shortcomings

146. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
147. There are sufficient teaching and support staff for the number of pupils on roll. Teachers are well qualified and regularly update their teaching skills and knowledge by attending appropriate in-service training sessions. The deployment of teaching and support staff is good and the school uses the subject expertise of individual teachers well. Learning support assistants are well trained to fulfil their roles and they make an important contribution to the quality of teaching.
148. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. The school uses its resources for workforce remodelling well.
149. Effective administrative support is provided, which ensures that the life of the school runs smoothly and efficiently. Cleaning staff and lunchtime supervisory

assistants are valued members of the school team and make an important contribution to the school community.

150. The site supervisor makes outstanding contributions to the school. He undertakes numerous major repair and maintenance tasks, re-decorates the toilets and is currently in the process of creating a sensory garden. The school buildings and grounds are very well maintained.
151. The school is well equipped and resources are of good quality overall. Teachers often supplement commercial resources by producing their own materials. There has been recent investment in information technology and interactive whiteboards. Spending has ensured that teachers have good quality materials to teach a rich curriculum.
152. The quality of accommodation for children in the Early Years is outstanding and both nursery classes have access to fenced soft play areas. Classrooms in both the Children's Centre and in the main school are spacious, with a number of areas where children can be taught individually, in groups and as whole classes. The spaces are used extremely well to encompass all areas of learning and Foundation Phase developments.
153. The school makes excellent use of all the facilities available in the Children's Centre, such as the toy, book and video library, a kitchen area for teaching cooking as well as an attractive outdoor compound. Meeting rooms provide invaluable space for staff meetings, interviews and other activities. These are outstanding features of the provision.
154. The range of outdoor facilities, including the 'play pod' and large play apparatus, are also outstanding features. The school shares an all-weather sports area with the neighbouring Welsh-medium school. Large grounds are available for use by the community and the school. The wooded area contains an outdoor classroom that further enhances the curriculum and is also available to the community.
155. Economic, efficient and effective use is made of available resources. The financial implications of all priorities in the school development plan are carefully set out. The school successfully secures grants from a number of sources, thus saving money from its allocated budget. It also raises valuable funds through many school events. Key spending decisions are made after full consultation with relevant members of staff and the governing body. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 1: Good with outstanding features

156. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills.

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

157. Children's listening skills in the nursery and reception classes are extremely well developed. They fully understand the importance of this in order to be heard themselves and to understand what they need to learn.

158. Nursery and reception children's ability to communicate with adults and themselves is outstanding. They are able to convey what they are thinking or imagining in correct words and sentences. They are quick to acquire new vocabulary.

Good features

159. Nursery children express opinions confidently in whole-class and small group sessions and the vast majority recognise the need to stay quiet when someone else is talking. They follow adults' instructions immediately and demonstrate increased levels of concentration, especially when listening to an exciting story in English and Welsh. They listen attentively during registration time and are very confident when sharing their weekend activities and news with all adults and peers. They willingly participate in small group discussions and enthusiastically contribute with their personal experiences during role-play activities.

160. Nursery children experiment with mark-making, drawing and writing in a wide variety of media. Almost all use negotiating skills well when sharing writing equipment and recording their ideas in different formats. Most of the children recognise their names and a few already use recognisable marks when attempting to write their name. They express their ideas, needs and opinions very clearly and demonstrate that they are developing very well as independent learners.

161. Reception children reach high standards in literacy, language and communication rapidly. For example, most have confidence to speak clearly when discussing the features of a caterpillar under a microscope. Nearly all children enjoy sharing books, such as 'The Hungry Caterpillar' on the interactive whiteboard and readily express opinions in Welsh and English, making good predictions about the books that they read. They understand the role of an author and illustrator and identify the main characters from some of their well-loved stories with precise detail. The majority develop independent skills to answer and ask questions clearly.
162. Almost all children listen well to stories and participate well in language, songs and games, such as 'Please Mr Noah'. Nearly all children write and make marks using a wide range of exciting media, such as soil and shaving foam, and they develop accuracy and letter formation to a very good level. The vast majority understand the Welsh language and respond very well to a range of everyday commands. In adult-directed activities, a few children read Welsh phrases to a good standard, demonstrating correct pronunciation.

Shortcomings

163. There are no important shortcomings

Personal and social development.

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

164. From very low individual levels on entry, nursery and reception children make outstanding progress in acquiring exceptional personal and social skills. This is reflected in the outstanding manner in which the children work together to complete tasks and in the depth of care, concern and respect shown by individuals to their peers.
165. The ability of the vast majority of nursery and reception children to work independently is an outstanding feature.

Good features

166. They know and understand what is expected of them and respond exceptionally well to the classroom routines. They are all happy and secure in their environment and develop very good relationships with adults and other children. The vast majority leave their parents calmly and follow health and hygiene routines exceptionally well.
167. All nursery children demonstrate positive attitudes to their work as individuals, in pairs and groups. Most take turns and share equipment effectively. Nearly all

become more confident, respond well to the range of excellent stimuli available and explore the wide range of innovative activities with increasing confidence. They develop a good ability to concentrate in tabletop activities for periods of time, with their work increasing in accuracy, according to their age. Many demonstrate a good level of responsibility as they select and clear away resources.

168. All reception children co-operate well in all aspects of their work. They give of their best at all times. All develop a good awareness of their own needs and those of others. They are all happy and secure in their inspiring environment. All children build up very good relationships with all members of staff. They work together contentedly in small groups and they demonstrate a growing understanding of what is right and wrong, sharing equipment, helping each other and making very good progress in developing a respect for rules. All children make very good progress in taking turns and they wait patiently until directed. All the children are very supportive of each other and demonstrate caring and sensitive attitudes.

Shortcomings

169. There are no important shortcomings

Mathematical development

Nursery : Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

170. Children have an excellent understanding of the basic rules of mathematics and apply these very well in various situations.
171. Children's use of mathematical language is extremely good.

Good features

172. In the nursery, all the children have a very good understanding of mathematical concepts. Nearly all enthusiastically engage in and explore a range of ideas and possible explanations. They accurately and consistently count and match numbers to symbols. All enthusiastically engage in practical activities that involve sorting, matching, ordering and counting. They sing a range of number songs and role-play numerous nursery rhymes involving number. They enact these, demonstrating accuracy and enthusiasm.
173. Nursery children sequence numbers to twenty, with a few recognising numbers beyond. Children match similar shapes and compare objects by size and weight. During their shopping activities, nursery children become very familiar

with the use of money and the value of coins. A minority know how to provide accurate change from larger coinage.

174. All reception children have a very good knowledge and understanding of number work. A minority are able to count to fifty and beyond, including counting on and back accurately. Most count a variety of sets of objects recording the appropriate numeral. Most understand terms such as 'bigger', 'smaller', 'longer' and 'shorter' and explain differences well. All children consistently match, sort and sequence by colour, shape and size well. They recognise and name two-dimensional shapes correctly and accurately sort them according to their characteristics.
175. Some reception children count and recognise minutes and seconds on the digital microscope clock, noting the time accurately. Their understanding of the use and value of money is good and, through role-play activities, they buy and sell items from the classroom shop and during various teacher-directed activities.

Shortcomings

176. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

177. Nursery and reception children have an excellent knowledge and understanding of the world through their investigations, observations, explorations and discussions.
178. Their knowledge and understanding of living things, such as mini-beasts, is outstanding.
179. Their knowledge and understanding of scientific ideas is outstanding.

Good features

180. All nursery children have a very good knowledge of the world around them. They voluntarily ask scientific questions and give specific information about the locality. All have a very good knowledge of how things work and grow through their varied and stimulating work in the outside environment. In their work on Africa, they sort different animals according to their environment and explain whether they would be safe to camp near them.

181. All nursery children use good observational skills when they explore the woodland to find camouflaged frogs. They explore and use their investigative skills very well in their work on mini beasts and the vast majority of nursery children know and understand that living things should be treated with care and concern. Many children know that bumble bees collect nectar from flowers and that leaves fall off trees in the autumn. All children in the nursery develop very good manipulative skills, using scissors safely, together with a full range of tools for different activities.
182. The vast majority of reception children have a very good knowledge and understanding of scientific ideas. They use their investigative and observational skills very well to examine a caterpillar, using a digital microscope, and they know terms such as cocoon and chrysalis, explaining the stages of the life-cycle of a butterfly accurately. Some children understand the mechanics of the digital microscope and the majority of reception children take photographs using the digital camera successfully. They develop a good awareness of the sequence of their day in school and are aware of the seasons of the year.
183. Reception children have a good understanding of their own growth patterns and they know that animals need a great deal of careful handling. In role-play activities, children name some healthy foods and explain why eating some food could damage their teeth. Reception children develop manipulative skills well and use the computer accurately, with very good co-ordination and control of the mouse. They use decision-making skills well and control the mouse through a range of painting, sorting and counting games independently.

Shortcomings

184. There are no important shortcomings

Creative development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

185. Children's art work is of outstanding quality. They use a range of media very effectively for drawing, painting and model making.
186. Children's musical skills, and in particular their knowledge and understanding of English and Welsh songs, are outstanding.

Good features

187. Nursery children experiment with paint-mixing techniques and safely use a wide range of media and tools. Children's hand and eye co-ordination develops

rapidly and exceptionally well. Their cutting, moulding and sticking skills develop very well and they make jungle animals, glittery caterpillars and mini-beasts with increasing confidence. Using hand puppets, most children's creative response to music and movement is exceptional as they explore the story rhyme of the 'Five Little Ducks'. They sing a variety of songs and nursery rhymes in Welsh and English, with great enthusiasm and immense skill.

188. The majority of reception children develop skills of observation and comment on their own work and that of others. For example, in the outside environment, using very good observational skills, they digitally record and later discuss the use of natural materials used by contemporary artist, Andy Goldsworthy, with their peers. In their topic on the weather, children design and make bold colourful kites and experiment with texture and materials to produce very effective collage work on Elmer the Elephant. They demonstrate very good independence in their creative work and experiment with a wide range of materials and media.
189. Using very successful creative and computer skills, many reception children produce colourful butterflies with a repeating pattern. They display very good decision-making skills and their choice of colour and brush strokes is bold and bright. All children are confident in role-play and enact events from their daily lives, demonstrating outstanding independence and responsibility. For example, they readily use their imagination and experiences to become builders in Noah's Ark or to go on Safari, camping out in Africa. All reception children sing and play a wide range of jingles and rhymes with enthusiasm and create their own musical sounds with increasing knowledge of rhythm, pace and dynamics.

Shortcomings

190. There are no important shortcomings

Physical development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

191. An outstanding feature of the children's physical development is the confidence and daring they exhibit when playing outdoors with their wheeled vehicles.
192. Children's physical skills are exceptionally good in all circumstances.

Good features

193. In the nursery, children's manipulative skills, through using pencils, paintbrushes and small tools, such as glue sticks and scissors, develop with increasing confidence. All handle tools with an advanced awareness of safety

and usage, with the result that all children know what is expected of them. This is a noteworthy aspect. Children make very good progress in skills such as folding, moulding, pasting, and building for a variety of purposes. Children's physical skills develop rapidly, with increased accuracy and refinement, as they participate in a range of strategies. which combine music and movement. Most peddle and push wheeled vehicles with effective control and physical effort. They develop very good knowledge of road safety and road signs through their role-play activities in safe outside environments.

194. All reception children demonstrate very good progress in their physical development and in their awareness of health and safety issues. They competently handle small and large tools to write, paint, cut and stick an exciting range of materials. All children develop a very good understanding of how their bodies move through activities such as running, skipping, climbing, jumping and travelling around the stimulating outside environment. Many develop very good awareness of space and experiment with changes of pace and physical effort on the wheeled vehicles. All children are very well aware of the importance of exercise and eating the right types of food to keep healthy. All children develop effective hand and eye co-ordination as they repeat their tasks using bean-bags and hoops.

Shortcomings

195. There are no important shortcomings

English

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

196. In key stage 1, pupils listen attentively to presentations by teachers and each other. They speak confidently about their work and experiences with both adults and fellow pupils. Pupils begin to realise the need to adapt their spoken language and intonation of voice when participating in role-play.
197. In key stage 2, pupils listen carefully in both whole-class and group situations. They ask relevant questions, convey information and, by the end of the key stage, employ well-reasoned and logical arguments to defend opinions within group, paired and class discussions.
198. Pupils in key stages 1 and 2 read well: they make good use of their access to a wide range of books and the majority read regularly.
199. Pupils make a good start to reading from an early age and, by year 2, most are accurate and fluent readers. More able pupils read with growing expression and understanding and talk about aspects of the books they enjoy reading.

200. In key stage 2, pupils read a variety of books fluently and expressively. They give detailed accounts of the books they are reading, name their favourite authors and identify some recurring features of their work.
201. In key stage 1, pupils' writing is good. They copy simple words or phrases and more able pupils are beginning to write a few words or sentences independently. Older pupils write for a range of purposes, such as character profiles.
202. Standards of writing in key stage 2 are good. Most pupils produce a wide range of creative and factual work, including letters, reports and poetry. Writing is organised in paragraphs, using a variety of sentence patterns. Many pupils use interesting and imaginative language to create effects when writing narratives.
203. Pupils with special educational needs and those who are learning English as an additional language make good progress.

Shortcomings

204. There are no important shortcomings.

Welsh second language

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

205. In key stage 1, the vast majority of pupils display positive attitudes to learning Welsh. Most use the language well during the day and they listen well, both to their teachers and to each other.
206. In year 1, pupils successfully describe different types of weather. They read phrases from a series of flash cards well and use pictures and phrases on the interactive whiteboard to read and describe the weather in a wide variety of countries. All pupils recite a poem entitled 'Crwydro' with good pronunciation and intonation. They confidently use a computer programme to play a related game.
207. Most pupils read from an interactive book 'Bws Babs', and they show that they understand and use new vocabulary well.
208. Older pupils in key stage 1 name the animals and the countries or continents where they live. Most answer questions in complete sentences and they read simple phrases from flash cards, a book and the interactive whiteboard with good pronunciation.

209. Younger pupils in key stage 2 competently read from a Big Book that is displayed on the interactive whiteboard. They speak clearly and repeat a series of sentences successfully. They use known sentence patterns and vocabulary well to write a conversation between a café owner and a customer.
210. Most pupils in year 4 write sentences clearly, stating if they can or cannot do something. They read the sentences with good pronunciation.
211. Year 5 pupils know the days of the week in Welsh and they identify a variety of food items. Most pupils use the affirmative and negative when answering questions about their likes and dislikes.
212. A few pupils in key stage 2 provide their telephone numbers in Welsh and they have an appropriate understanding of simple Welsh phrases related to sporting activities. More able pupils have a good vocabulary relating to 'Churches'.
213. Many pupils at the end of the key stage revise their personal details and prepare simple booklets about themselves, their friends and their teachers. They ask and answer questions using simple sentence patterns.

Shortcomings

214. Some pupils in key stage 2 do not use Welsh as part of their daily routines.
215. Pupils in key stage 2 do not consistently build on their knowledge, understanding and skills as they proceed through the school.
216. Pupils in upper key stage 2 do not display effective skills in their written Welsh.
217. Some older pupils do not demonstrate effective reading skills.

Information technology

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

218. Pupils make good progress in all aspects of the subject as they progress through the school.
219. Throughout the school, pupils use a good range of art programmes to create booklets, cards, posters and brochures.
220. In key stage 1, pupils have a good understanding of basic skills. For example, they use paint programmes, selecting different colours and tools to create attractive pieces of work.

221. In key stage 1, the vast majority of pupils manipulate the mouse well to select and move objects on the screen. They also input data, using appropriate software. They have a good awareness of digital applications in the home, such as domestic, programmable machines for cooking and cleaning.
222. The vast majority of pupils in key stage 2 make good progress in word-processing skills. They bring their work to life by effective use of different fonts, colours and presentation styles. They are adept at using a variety of software programmes to present their work.
223. Key stage 2 pupils use data-handling programmes well to conduct investigations in mathematics and science.
224. A significant number of older key stage 2 pupils create high quality PowerPoint presentations linked to their studies. They give consideration to font size, style, background colour combinations and volume of text.
225. Most older key stage 2 pupils use the internet effectively for research purposes. They are very aware of possible safety issues and the limitations of its use. They use the resource intelligently to support learning in many subjects, for example, work on Cardiff Bay, the Victorians and local history.

Shortcomings

226. There are no important shortcomings.

Geography

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

227. Key stage 1 pupils know and explain their routes to school well. Their awareness of their own locality and of places beyond develops well, with most pupils locating Cornelly on the map of Wales. Using different kinds of maps, younger key stage 2 pupils confidently name and locate human and physical features within their own locality. Working collaboratively, they make good comparisons between Cornelly and Llanarthne and share their findings explicitly.
228. Key stage 2 pupils' knowledge of their locality and beyond develops well. Using specific subject language, they compare and contrast their own locality of Cornelly with that of Haverfordwest. Through discussion and collaboration, using excellent problem-solving skills and very good use of ordnance survey maps, pupils clearly identify geographical features and developments in both communities.

229. Key stage 1 pupils have good geographical enquiry skills as they use maps and secondary sources when studying the places Barnaby Bear visits. They successfully locate countries such as Scotland, Africa and Spain on large world maps and display a good understanding of the different cultures and climates.
230. In key stage 2, pupils pose relevant questions, identify geographical patterns and offer competent explanations of geographical processes. In their enquiry work, they use Ordnance Survey maps confidently to identify key features in an area of Pembrokeshire and compare these with their own area of Cornelly. Most name and compare developments, industries and recreations found in Haverfordwest successfully.
231. Pupils in key stage 1 know that people can affect the environment positively and negatively, both locally and in the wider world. Their understanding of looking after the environment is very good. Key stage 2 pupils display good geographical skills when discussing man's destruction of the natural world. Working collaboratively, they make good quality posters outlining the effects of water pollution in the world.

Shortcomings

232. There are no important shortcomings

Physical education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

233. It was not possible to see all aspects of physical education during the inspection. Judgements are based primarily on scrutiny of standards achieved in lessons.

Good features

234. In key stage 1, pupils warm up well at the beginning of lessons. They listen attentively, move confidently and respond accurately to instructions.
235. Younger pupils in key stage 1 have a good awareness of space. They know the positive effect that exercise has upon the body. Most show good control and co-ordination when using small apparatus.
236. Older pupils in key stage 1 show agility and good co-ordination as they run, chase and play avoiding games. They further develop their control and co-ordination whilst throwing a ball underarm and playing in the role of attackers and defenders. They confidently perform in front of others to highlight good practice.

237. In key stage 2, many pupils realise the importance of exercise to their health and well being. They improve their skills with a bat and ball and they refine their hand and eye co-ordination.
238. Most pupils in key stage 2 display a good awareness of safety issues when moving small apparatus and during their working sessions.
239. A minority of older pupils in key stage 2 develop their batting skills well whilst playing rounders. Many know how to hold a rounder bat and strike a ball effectively.
240. Many year 6 pupils develop their bowling skills successfully. They bowl underarm and learn how to bowl over arm. They perform in a variety of situations involving paired, group and teamwork. They clearly demonstrate the skills of sportsmanship and fair play.

Shortcomings

241. Many pupils in key stage 2 do not progressively develop their practical skills, nor do they successfully build on their experience to develop techniques effectively.

School's response to the inspection

The head teacher, staff and governors would like to thank the inspection team for their professional and rigorous approach to the inspection of the school.

We are pleased that the team have recognised Corneli Primary as being a good school where pupils make good progress and achieve well, especially in the Early Years where children under five make outstanding progress in acquiring key skills.

We are pleased that the inspectors confirmed that the school provides a happy, supportive, caring and safe environment for pupils, and that this is an inclusive school where a special relationship exists among pupils and between them and their teachers.

We are delighted that many aspects of the work of the school have been noted as good or good with outstanding features. The skill and dedication of teaching and non-teaching staff was acknowledged as was the good behaviour of the pupils and the positive partnership the school enjoys with parents and carers.

The school is pleased that the inspection team identified the good progress made since the last inspection and concurred with the findings of the school's own self-evaluation.

The school's post-inspection plan will be drawn up by staff and governors and will address all the recommendations of the report. A copy of this will be sent to parents and carers in due course.

Appendix 1

Basic information about the school

Name of school	Corneli Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Greenfield Terrace, North Cornelly, Bridgend
Postcode	CF33 4LW
Telephone number	01656 754870

Head teacher	Mrs J Battrick
Date of appointment	September 2000
Chair of governors/ Appropriate authority	Mr Gary Walford
Registered inspector	Dr David Gareth Evans
Dates of inspection	12-15th May, 2008

Appendix 2

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	49	38	36	32	33	38	52	42	320

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	2	13.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	29.5:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	9:1
Average class size, excluding nursery and special classes	23.1
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	86.2	89.0	92.4
Autumn 2007	87.2	87.5	92.4
Summer 2007	84.9	92.0	91.4

Percentage of pupils entitled to free school meals	34%
Number of pupils excluded during 12 months prior to inspection	5

Appendix 3

National Curriculum Assessment Results - End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					31
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	10	77	13	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	0	10	77	13	
		National	0	2	10	63	24	
En: writing	Teacher assessment	School	0	0	17	70	13	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	16	77	7	
		National	0	4	14	55	27	
Mathematics	Teacher assessment	School	0	0	7	73	20	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	7	80	13	
		National	0	2	9	65	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	90.0%	In Wales	80.6%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results - End of key stage 2:

The figures below include **all the pupils** assessed at key stage 2 in 2007

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6					36			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	5	14	56	25
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School									
Mathematics	Teacher assessment	School	0	0	0	0	0	2	17	64	17
		National	0	0	0	1	1	3	14	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	8	61	31
		National	0	0	0	0	0	2	12	52	34

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	72.2%	In the school	N/A
In Wales	74.2%	In Wales	N/A

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent eleven inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor appointed by Estyn for the inspection.

The team inspected:

- 43 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 18 parents'/carers' questionnaires, of which 91.41 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2, 4 and 5 English and Information Technology
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Julie Jones Team Inspector	Key Questions 6 and 7 Under-Fives and Geography
Mrs Helen Smith Team Inspector	Key Question 3 Welsh Second Language and Physical Education
Mrs Jan Battrick, Headteacher/Nominee	Attended meetings and supplied information

Acknowledgement:

The inspection team would like to thank the governors, the head teacher, members of staff and pupils for their co-operation and courtesy throughout the inspection.

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