



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Corneli Primary School
Greenfield Terrace
North Corneily
Bridgend
CF33 4LW**

Date of inspection: June 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 19/08/2014

Context

Corneli Primary is in the village of Corneli near Bridgend. The local authority is Bridgend County Borough Council. Corneli Primary shares its site with a Welsh-medium primary school and Corneli Children's Centre.

Corneli Primary caters for 310 pupils aged three to 11, which includes 10 mainstream classes and a key stage 2 special educational needs learning resource base for 14 pupils with moderate learning difficulties aged from seven to 11 years.

Around 33% of the pupils are eligible for free school meals. This is above the average for primary schools in Wales. The school has identified about 32% of pupils as having additional learning needs. This is also above average for Wales. Very few pupils have a statement of special educational needs. Very few pupils are looked after by the local authority. Nearly all the pupils come from English-speaking homes and there is no pupil who speaks Welsh as a first language.

The current headteacher took up post in September 2012. The school was last inspected in 2008.

The individual school budget per pupil for Corneli Primary School in 2013-2014 means that the budget is £3,241 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,608 and the minimum is £2,795. Corneli Primary School is 32nd out of the 50 primary schools in Bridgend in terms of its school budget per pupil.'

Summary

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

Current performance

The school's current performance is adequate because:

- many pupils make good progress in reading as they move through the school;
- most pupils speak confidently, listen attentively and adapt their spoken language appropriately to informal and formal situations;
- the behaviour of most pupils is good;
- most pupils feel safe;
- most pupils eligible for free school meals pupils make good progress in relation to their individual targets;
- the school is a fully inclusive community, which treats all pupils equally and with respect; and
- the provision for pupils with additional learning needs is good.

However:

- many pupils do not write enough extended pieces of work;
- many pupils do not make consistent progress in mathematics across the school;
- provision for the development of skills across the curriculum is not consistent, particularly for more able pupils; and
- a significant minority of teachers do not always provide challenging and engaging activities for all pupils.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has begun to build a culture of improvement and created a strong sense of wellbeing for all pupils;
- there are effective systems in place for the performance management of staff;
- the headteacher and a few senior leaders have begun to evaluate standards and the quality of provision more rigorously;
- the governing body provides clear strategic direction for the school;
- productive partnerships with parents and behaviour support specialists make a strong contribution to the wellbeing of pupils; and
- the professional development of staff is having a positive impact on improving pupils' reading skills.

However:

- senior leaders do not consistently secure improvement across the school;

- all senior leaders do not use performance data well enough to inform strategic thinking;
- the outcomes of self-evaluation derive from a limited amount of evidence; and
- the development of a suitably rigorous system of monitoring and self-evaluation is at an early stage.

Recommendations

R1 Improve standards in mathematics across the school

R2 Improve standards in writing across the school

R3 Improve teaching by providing more opportunities in lessons that challenge and engage all learners, particularly for those who are more able

R4 Apply assessment for learning strategies more consistently across the school

R5 Ensure that all senior leaders are accountable for securing improvements in standards and the quality of provision

R6 Develop consistent Foundation Phase provision in all classes

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils in the learning resource base and pupils with additional learning needs in mainstream classes make good progress in relation to their own personal targets. Most pupils eligible for free school meals make suitable progress over time. Overall, girls and boys tend to perform equally well across the school in all areas for learning. A significant minority of pupils who receive literacy and numeracy intervention often make considerable gains over time.

By the end of the Foundation Phase, most pupils speak confidently, listen attentively and ask and answer thoughtful questions, for example when guessing a magic number in mathematics. Most pupils make appropriate progress in reading across the Foundation Phase. They acquire a sound understanding of initial sounds during nursery and reception and make good progress over time. At the end of Foundation Phase, most pupils demonstrate a good knowledge of letter sounds, they can blend confidently and enjoy reading. Most pupils are able to predict and infer what may happen next in a story. However they have a limited range of strategies to help them recognise unfamiliar words.

By the end of the Foundation Phase, most pupils can write for a broad range of purposes using a series of clearly linked sentences, for example in story writing about bullying and pirates. They recount confidently about a visit from the local police officer and can describe a special place. They write in a range of forms, such as poetry, letter writing, and diaries. Most can use a suitable range of appropriate vocabulary. Most use their good reading skills to help them to spell simple words correctly and more complex words using known spelling patterns. Most pupils use a legible, evenly-sized handwriting script. However many pupils do not write enough extended pieces of work.

By the end of key stage 2, pupils speak confidently and with expression when acting out a familiar text, taking the role of narrator or a character within a story. During informal and formal activities, most pupils adapt their language appropriately to the needs of the audience. Many pupils make good progress in reading and enjoy reading a wide range of texts. They use inference and deduction and respond to texts well in their written work.

By the end of key stage 2, most pupils can write across a broad range of genres and can use different writing styles, for example when writing a biography of themselves or a recount based on a newspaper article. Most can spell accurately and use phonic strategies to improve their spelling. Most use a legible style of writing and a suitable range of punctuation accurately, and many use paragraphing appropriately.

By the end of the Foundation Phase, many pupils are able to use multiplication and division in familiar contexts and solve simple related problems. Most pupils can count in twos, fives and tens and are able to add and subtract larger numbers using

number bonds and patterns. However, a significant minority of pupils do not calculate in a range of situations well enough.

By the end of key stage 2, many pupils can use and compare decimals numbers and perform simple division with remainders. They can use simple fractions and convert them to decimals. A minority of pupils can calculate with negative numbers. Most pupils can calculate area and perimeter of shapes well. However, very few pupils interpret data well enough or use extended calculation methods to solve problems.

Many pupils are keen to volunteer Welsh conversation during informal situations and within their classes. Most pupils speak with confidence and enjoyment, particularly in the Foundation Phase. They can talk about the weather, feelings, hobbies, interests, and favourite foods. A few pupils use Welsh actively during lessons and with their peers. Nearly all pupils have positive attitudes towards learning Welsh. Most are able to attempt to read texts within their experience and most have good pronunciation. Many are able to understand what they had read. However, a minority of pupils can only understand individual words and phrases.

In 2013, at the end of Foundation Phase, pupils' performance at the expected outcome 5 in all learning areas has shown improvement over the last two years. When compared to similar schools, pupils' performance places the school in the higher 50% in mathematical development and in the top 25% in literacy. When compared to similar schools, pupils' attainment at the higher outcome 6 places the school in the higher 50% for literacy and mathematical development.

Over the last three years at the end of key stage 2, pupils' attainment at the expected level 4 shows overall improvement in English and mathematics. When compared with similar schools, pupils' performance in 2013 places the school in the higher 50% for English and science. Performance in mathematics places the school in the lower 50% of similar schools. When compared with similar schools, the performance of pupils at the higher than expected level 5 places the school in the higher 50% for all three subjects.

Wellbeing: Good

Most pupils' behaviour is good. Nearly all pupils feel safe in school and feel that staff would deal well with any bullying that might occur. Nearly all know whom to talk to if they have any problems and they are polite and courteous to visitors. Most pupils show respect, care and concern for each other and take responsibility for their actions by asking for support from the playground peacemakers. Most pupils show care and concern for others in the wider and global community by actively supporting fair trade and charities.

Most pupils demonstrate a clear appreciation of the importance of healthy lifestyles. Nearly all pupils take regular exercise and understand the reasons for eating healthily and the importance of a balanced diet.

Most pupils enjoy school and are proud of their progress, for example when moving to a higher level in the reading scheme. Attendance rates have improved over the

last three years. The overall attendance rate for last year places the school in the upper 50% when compared with similar schools.

Many pupils are actively involved the local community, for example in projects with the community police officer, health workers and the choir, and they have strong links with the local church and pensioner group. A few pupils make relevant decisions as part of the school council, for example in developing the school yard. A minority of pupils make choices about what and how they learn.

Key Question 2: How good is provision?	Adequate
-----------------------------------------------	-----------------

Learning experiences: Adequate

The use of well-planned whole-school topics supports the learning of many pupils well and they enjoy these projects. The topic approach used across the whole school promotes a broad and balanced curriculum. The majority of staff plan collaboratively using a system that helps them to co-ordinate the various elements of the national literacy and numeracy framework. However, the quality of planning does not yet result in consistent learning experiences for pupils in all classes. The rigid timetable of the school day limits the potential for flexible approaches to teaching and learning. For example, the frequency of pupils' use of the outdoor space within the Foundation Phase is limited, and access to continuous provision and enhanced provision does not occur daily for all pupils.

Teachers plan effective intervention strategies to support pupils who are falling behind in reading and mathematics. These strategies have had a good impact on developing pupils' skills.

Teachers generally plan appropriately for the development of pupils skills in literacy, numeracy and information and communication technology (ICT) during sessions that focus on English, mathematics or IT. However, too many pupils have limited opportunities to apply these skills across the curriculum. There is a limited range of opportunities for the more able to carry out independent and suitably demanding tasks in all classes.

The school provides an appropriate range of extra-curricular activities to support the curriculum, for example the French club and the environment club. Guest speakers and the visits of various groups to school enhance the pupils' understanding of relevant topics. Visits enhance curriculum opportunities across the school, but they do not occur consistently for all classes.

Teaching: Adequate

Nearly all staff form strong working relationships with the pupils, which enhances learning in classes. Most teachers manage pupils' behaviour positively and many teachers conduct sessions at a suitably brisk pace. They have good subject knowledge and praise pupils regularly for good work. Most lessons have clear learning objectives that staff communicate to pupils well. Nearly all staff intervene appropriately to move pupils' learning forward. Most teachers use skilful questioning to promote pupils' understanding and to extend their thinking further.

However, a minority of lessons lack pace and a few teachers do not have high enough expectations of the pupils. Many tasks lack challenge and there is an over-reliance on worksheets. This results in a few children, particularly the more able and those with challenging behaviour, losing interest and they do not make enough progress.

Learning support officers are highly effective in supporting pupils' progress both in class and in delivering a range of interventions outside the classrooms.

Most teachers provide useful oral feedback to pupils during lessons. They mark pupils' work regularly and use positive comments to encourage pupils. However, teachers' marking does not always show pupils how they can improve their work. A few teachers use assessment for learning strategies effectively. In these cases, pupils generate their own success criteria well. However, this is not a consistent feature across school.

The school tracks pupils' progress across all core subjects and areas of learning effectively. Staff use this information well to monitor the progress of pupils and to identify those pupils requiring support.

The school provides parents with suitable annual reports and suitable opportunities to discuss their children's achievements and progress with their teachers.

Care, support and guidance: Good

The school has the appropriate arrangements to promote healthy eating and drinking. Pupils take part in a suitable range of extra-curricular activities designed to promote personal fitness, which enhances their awareness of healthy living. The school's provision supports pupils in making healthy choices and many visit the healthy fruit tuck shop.

The school promotes pupils' spiritual, moral, social and cultural wellbeing consistently well across the school. Pupils enjoy discussing values in their classes and in assembly.

A range of adults provide effective individual support and guidance for pupils. Staff liaise well with specialist services to meet pupils' needs in terms of their wellbeing and behaviour. Individual and group support has had a positive impact on a few vulnerable pupils.

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

The school has effective systems that impact positively on the learning and wellbeing of pupils with additional learning needs. It manages a learning resource base successfully and includes pupils from the resource base well within the wider school with effective support. Teachers and support staff carry out appropriate reviews of pupils' progress in relation to targets in individual education plans. Relevant staff provide thorough support for pupils with emotional and behavioural difficulties.

Learning environment: Adequate

The school is an inclusive community where pupils feel valued. The staff ensure that all pupils have equal access to all aspects of school life. Recent adaptations to the building enable pupils with physical disabilities to take part in all of the activities of the school day. Values such as tolerance, freedom and respect have a high profile in the curriculum. Prominent displays reinforce the expectation that these values matter. Parents appreciate the inclusive ethos in the school and pupils act on the values that the school promotes. Appropriate plans ensure that the staff address equality issues effectively.

The school uses all space well, including the hall, which doubles up as a classroom. Most teaching areas are bright and attractive with some interesting displays of pupils' work. An appropriate range of resources supports teaching and learning appropriately. Internal areas are clean and the school maintains them well. However, the fabric of the building is in poor repair in places. The flat roof in the upstairs classrooms gives rise to significant water damage. A health and safety issue was brought to the attention of the school during the inspection.

While the outside environment has great potential to enhance the learning of pupils, the nature of the building makes continuous access to the outside very difficult. Therefore, many of the pupils in the Foundation Phase do not experience an appropriate range of activities during the school day.

Key Question 3: How good are leadership and management?	Adequate
----------------------------------------------------------------	-----------------

Leadership: Adequate

Since his appointment, the headteacher has created an appropriate vision for the future direction of the school that promotes improvement in standards and wellbeing. He is clear about the journey the school needs to make to bring about further improvement. All staff, in collaboration with governors, have recently reviewed the vision, values and purpose of the school's work and all now share a common set of goals for the future.

The senior management team has clear areas of responsibility. A few staff fulfil their roles fully, leading areas of improvement across the school, for example in reading. They lead and manage in their areas of responsibility effectively, analyse performance data, monitor progress and communicate high expectations to staff and pupils. However, not all senior leaders develop or monitor effectively the areas for which they are responsible.

There are effective performance management systems in place for teaching staff. These focus appropriately on the professional development of staff and school improvement priorities.

The governing body work closely with the headteacher and staff. Governors provide a strong, strategic direction for the school. They are fully aware of their strategic roles and understand the strengths of the school. In their role as critical friend,

governors challenge leaders and managers appropriately and focus appropriately on areas that need improvement.

The school is developing its responses to national and local priorities and these are beginning to show improvements, for example in reading. However, leaders have not developed the Foundation Phase provision consistently across all classes.

Improving quality: Adequate

The headteacher has recently established a whole-school self-evaluation system. A few members of the senior management team have begun to develop a suitable range of first hand evidence to support them in making valid and reliable judgements about standards and the quality of provision, including teaching. This is at an early stage of development and has had limited impact across all areas of school improvement. Beyond this group of leaders and managers, the contribution of other staff to self-evaluation is limited overall.

The school's self-evaluation report generally shows an appropriate understanding of the school's strengths and areas for development. However, the lack of rigorous analysis of performance data across the school limits discussion about how well learners perform across the school and the progress they are making in learning areas and core subjects of the curriculum.

The school improvement plan has an appropriate set of priorities with a suitable range of measurable targets. It links clearly to the outcomes of self-evaluation. It focuses on national priorities, sets out clear actions, and identifies relevant financial implications. However, identified staff within the plan, do not always focus enough on their contribution to the delivery of the plan's actions or monitor progress against targets rigorously enough.

Partnership working: Good

Parents make a good contribution to the progress pupils make in reading. An effective reading log passes between home and school. Pupils enjoy reading and the partnership affirms the importance of reading to each pupil. The school also involves the community in order to promote reading. Local people, known as 'story café readers', come into school to read to pupils class by class on a weekly basis. Parents come as well and receive training in how to hear pupils read as part of the event. Parents involved in this partnership value the experience highly.

The school is outward looking and inventive in the way that it shares resources. The school shares in the running of an integrated children's centre on the same site as the school. The youngest nursery pupils make use of the good facilities that are available as a result of this partnership.

Productive partnerships with the local authority have helped the school to develop effective approaches to the management of pupils' behaviour, particularly on the few occasions when it is challenging.

Joint planning with other institutions significantly helps transition into and out of the school. The link with the cluster high school has a number of strengths, including a special programme run by a family engagement officer within the cluster. The programme allows vulnerable pupils to spend extra time visiting the high school in small groups. However, teachers from the cluster do not meet regularly to moderate and standardise the assessment of pupils' work.

Resource management: Adequate

Teachers and learning support officers have received effective training to help them to develop their knowledge and expertise in the teaching of reading. This has also included shared observation of teaching and learning. As a result, standards in reading have improved. However, the impact of training in other aspects of the school's provision is limited and staff do not take part in any formal networks of professional practice. The school deploys support staff very effectively to enable less able pupils throughout the school and in the learning resource base to join in fully with the activities set by the teacher and to make good progress. Leaders and managers ensure that pupils have appropriate learning resources.

The governor's finance sub-committee has a good overview of spending decisions. Regular meetings take place and governors are rigorous in their scrutiny of financial information. Spending decisions link closely with national priorities and the priorities within the school's improvement plan. The school uses additional grants well and these have supported improved standards in Welsh and reading.

As standards overall are adequate, and given the quality of provision across the school as a whole, the school gives adequate value for money.

Appendix 1

Commentary on performance data

In 2013 at the end of Foundation Phase, pupils' performance at the expected outcome 5 in all performance indicators has shown improvement over the last two years and is in line with averages for the family, local authority and Wales. When compared to similar schools, performance places the school in the higher 50% for mathematical development and personal and social development and in the top 25% for literacy.

Performance at the higher outcome 6 shows improvement in personal and social development over the last two years and is above the family, local authority and Wales averages. However, performance in mathematical development and literacy at outcome 6 has been below family, local authority and national averages. When compared to similar schools, pupils' attainment at the higher outcome 6 places the school in the higher 50% for literacy and mathematical development and in the top 25% for personal and social development.

Overall, by the end of Foundation Phase, girls tend to perform better than boys in all learning areas at both outcome 5 and outcome 6. The gap in performance between pupils eligible for free school meals and other pupils has been reduced. Pupils eligible for free school meals perform as well as other pupils at the higher level in personal and social development and at the expected level in mathematical development. However, in other learning areas, pupils eligible for free school meals perform less well than other pupils.

At the end of key stage 2 in 2013, pupils' attainment at the expected level 4 shows overall improvement in English and mathematics over the last three years. Performance in English has been above the family average. However, at the expected level 4, the school performs below the family, local authority and national averages in mathematics and science. When compared with similar schools, performance has placed the school in the higher 50% in English and science. In mathematics, performance has placed it in the lower 50% of similar schools.

Performance at the higher level 5 shows improvement over the last three years in English and mathematics. The school performs below the family, local authority national averages in English, mathematics and science. When compared with similar schools, the school is in the higher 50% of similar schools in all areas in 2013.

Overall, by the end of key stage 2, boys tend to do better than girls at both the expected and higher level in all three subjects. Pupils who are eligible for free school meals tend not to perform as well as other pupils at both the expected level 4 and the higher than expected level 5 in English, mathematics and science.

Most pupils with additional needs make good process and meet their expected learning goals.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	98	90 92% 98%	8 8% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	89	86 97% 92%	3 3% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	96	91 95% 96%	5 5% 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	95	90 95% 97%	5 5% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	97	92 95% 96%	5 5% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	93	86 92% 96%	7 8% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	97	96 99% 99%	1 1% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	95	90 95% 98%	5 5% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	93	73 78% 91%	20 22% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	96	91 95% 95%	5 5% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	92	58 63% 77%	34 37% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	93	74 80% 84%	19 20% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	17	6 35%	9 53%	2 12%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	18	12 67%	5 28%	0 0%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	17	11 65%	6 35%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	18	7 39%	8 44%	1 6%	1 6%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	17	5 29%	7 41%	3 18%	1 6%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	17	6 35%	8 47%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	8 44%	9 50%	1 6%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	17	3 18%	11 65%	1 6%	1 6%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	17	7 41%	9 53%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	16	9 56%	7 44%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	16	10 62%	5 31%	1 6%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	14	7 50%	5 36%	1 7%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	17	3 18%	10 59%	3 18%	1 6%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			49%	41%	8%	2%	
I feel comfortable about approaching the school with questions, suggestions or a problem.	17	6 35%	11 65%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			62%	31%	4%	2%	
I understand the school's procedure for dealing with complaints.	16	3 19%	9 56%	3 19%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
			44%	39%	7%	2%	
The school helps my child to become more mature and take on responsibility.	17	5 29%	9 53%	0 0%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
			56%	39%	2%	0%	
My child is well prepared for moving on to the next school or college or work.	15	4 27%	7 47%	0 0%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
			42%	34%	4%	1%	
There is a good range of activities including trips or visits.	17	0 0%	10 59%	5 29%	2 12%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			53%	38%	5%	1%	
The school is well run.	17	5 29%	10 59%	1 6%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
			60%	33%	3%	2%	

Appendix 3

The inspection team

Mrs Debbie Woodward	Reporting Inspector
Geoff Cresswell	Team Inspector
Roger Rees	Team Inspector
Mrs Julie Ann Price	Lay Inspector
Ms Jane Elizabeth Borthwick	Peer Inspector
Adrain Mills	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language;
- mathematics; and
- science.

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

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

All-Wales Core Data sets

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

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

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